American VOCATIONAL Journal

February 1958

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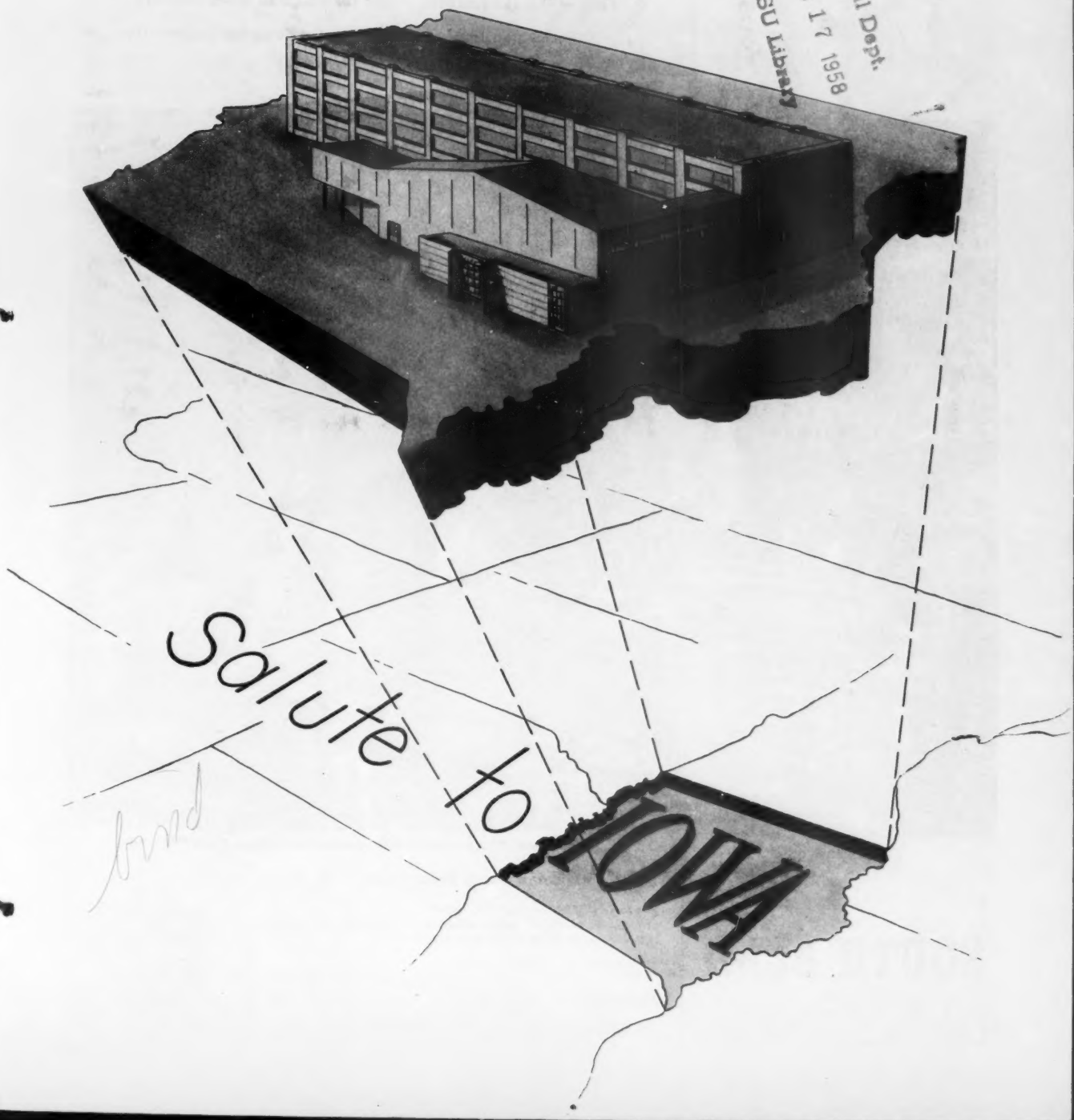

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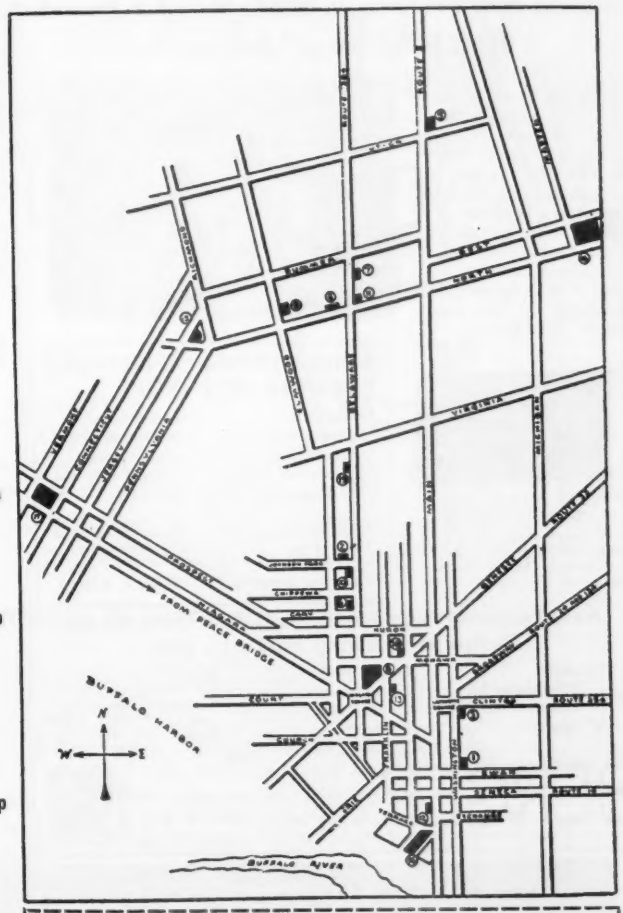

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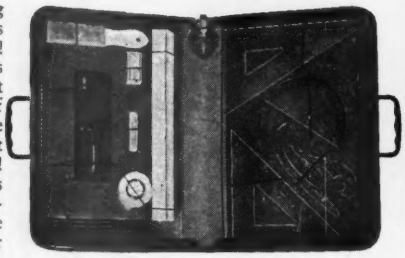

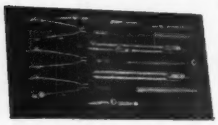

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THE COVER

Designed by Deedra Shreffler—a 17-year-old Des Moines Technical High School art student—this month's cover points up Iowa's eductaional leadership. John W. Studebaker, a superintendent of Des Moines schools who later served as U. S. Commissioner of Education, developed the state's civic forum plan of adult education in 1930. Read all about vocational and practical arts education in the "land where the tall corn grows," pages 10-18.

American VOCATIONAL Journal

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All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Order library and non-member subscriptions at $3.00 a year from AVA, 1010 Vermont Ave., N.W., Washington.

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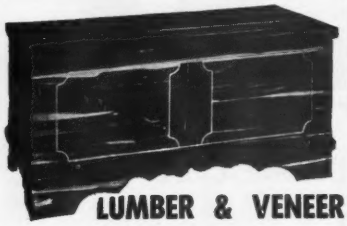

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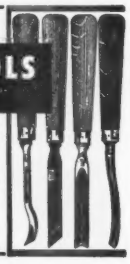

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COMMENT

I want to thank you for sending a copy of the December issue of the AMERICAN VOCATIONAL JOURNAL in which you made reference on page 35 to the brochure, *New Horizons for Secondary School Teachers,* published by the Commission.

I found another part of this issue very interesting. It was my privilege to spend almost a year in Pakistan during 1953-1954 serving as a Fulbright Lecturer and Consultant in Punjab. You can imagine how much I enjoyed reading your own reactions to your visit in Pakistan. I thought the analysis of the situation was very well done.—J. LLOYD TRUMP, *Director,* Commission on the Experimental Study of the Utilization of the Staff in the Secondary School.

* * *

I want to congratulate you on your contributions to the cause of vocational education through the columns of the JOURNAL — I thoroughly enjoy reading it. Especially have I enjoyed reading the last two issues. I have just finished the January issue and I read practically every word in it.

I am still very much interested in vocational education and the JOURNAL helps me keep up-to-date.

I especially want to commend to the reading of all homemaking teachers Mrs. Moffitt's article on homemaking education in Catawba County, N. C. (p. 14, January).—TOM BROWNE, former N. C. State Director of Vocational Education, Murfreesboro, N. C.

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Latest Word

from WASHINGTON

► THE FEBRUARY SALUTE. This month, the JOURNAL salutes IOWA. We welcome the opportunity to recognize the accomplishments of vocational and practical arts educators in the Hawkeye state. We call your special attention to the cover, which was prepared for the JOURNAL by Deedra Shreffler, a 17-year-old art student at Des Moines Technical High School. The work was done under the direction of Miss Marie Brewer, Head, Commercial Art Department.

► APPROPRIATIONS—FISCAL 1959. President Eisenhower's Budget for fiscal 1959 recommends to Congress an appropriation of $33,750,081 for vocational education—George Barden Act. This is the same amount appropriated for the curent fiscal year. The recommendation includes $4,000,000 for Practical Nurse Training and $228,000 for vocational education in the fishery trades and distributive occupations. It includes the full amount authorized for agriculture, distributive occupations, home economics, and trades and industry.

► REPEAL OF FEDERAL VOCATIONAL LAWS RECOMMENDED. In his budget message President Eisenhower recommended the transfer of full financial support for vocational education to the states as suggested by the Joint Federal-State Action Committee. He stated that "legislative proposals to carry out these and future recommendations of the Committee will be submitted to Congress."

The mention of "future recommendations" indicates that the Joint Federal-State Action Committee will in the future propose that other federal grant-in-aid programs be eliminated.

The President's recommendation calls for the elimination of federal funds for vocational education to begin in 1960. At this writing bills have not as yet been introduced in Congress to implement the Joint Committee's recommendations. Some believe that such bills will not be submitted until after the 1958 National Governors Conference—to be held at Miami in May—has had opportunity to consider the proposal. Should a majority of the Governors vote to approve the Joint Federal-State Action Committee proposal, the future of federal vocational funds would be in jeopardy.

President Eisenhower's recommendation is certainly contrary to what he said during his first campaign for the Presidency. In a letter to C. M. Miller, former State Director of Vocational Education in Kansas, he said:

"The wealth of the world is created by the work of skilled hands on raw materials. Our magnificent system of Vocational Education is constantly developing increased understanding of raw materials, and is helping to develop the skilled hands and the clear minds essential to turning those raw materials into useful wealth.

"One thing I like especially about the program is that it calls for genuine understanding and cooperation on the part of Federal, State and local agencies. Here, the Federal Government is a helpful partner, not an officious boss. That is how it should be."

At a time when the security and well-being of our nation is in danger, it is hard to believe that the President would recommend a program of action that would result in crippling America's vocational program so valuable to the defense and economy of the nation and the standard of living of the people. Is he receiving bad advice? We wonder if he knows about the great contribution vocational educators made during World War II?

► BENEFICIAL EFFECTS OF FEDERAL AID TO STATES FOR EDUCATION. You may secure a copy of the recent release of the Legislative Reference Service of the Library of Congress dealing with "Beneficial Effects of Federal Aid to States for Education" by writing

to Senator Lister Hill, Senate Office Building, Washington 25. This splendid report deals largely with vocational education.

► DEFENSE EDUCATION MEASURES. Scores of measures have been introduced in Congress to encourage and aid the development of education programs designed to strengthen national defense. Other bills are in the process of preparation. One such measure is being prepared by Senator Hill, Chairman of the Senate Labor and Public Welfare Committee (all Senate bills on education are referred to this Committee) and Representative Carl Elliott, Chairman of one of the important subcommittees of the House Labor and Education Committee. This will likely cary a provision authorizing federal funds to states for developing and expanding programs of vocational education in occupations essential to national defense. At a time when the President of the United States is recommending repeal of the federal vocational education acts, it is encouraging to know that prominent members of Congress are willing to sponsor and fight for legislation that will increase funds for this important program.

For members of National Congress, 1958 will indeed prove a trying year as they seek to enact education legislation that will help strengthen the economy and defense of our country. So many bills and proposals have been and will be introduced that it will be difficult for members of Congress to chart the proper course of action that will prove sound and workable in strengthening our nation's defense and economy. We are of the opinion that after all the proposals and testimony have been submitted and recorded, Congress will look with favor on the proposal to expand vocational education—especially in those fields which are definitely linked with and are important to our nation's defense program.

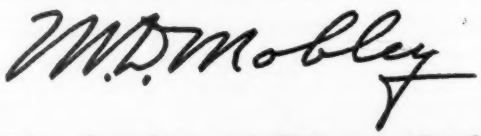
► RECOMMENDED READING. An excellent feature that tells in a splendid and interesting manner about the valuable area vocational programs in operation in the U.S. will appear in the March 1958 Farm Journal. It will be entitled "The Kind of Schools We Need Everywhere." Write to the Associate Editor, Richard C. Davids—Washington Square, Philadelphia, Pa. now to reserve an ample supply of reprints. You will want to place copies in the hands of law makers, school superintendents, farm organization leaders and others interested in the further development and improvement of vocational education.

► THE 1959 AVA PRESIDENTIAL ELECTION. On page 7 you will find summaries of the professional careers of the two nominees for this office H. H. London of Missouri and William R. Mason of Ohio. You will also find a sample ballot. This is not to be used for voting.

Shortly after receiving this JOURNAL, you will receive a letter from AVA President R. E. Bass, your official ballot, a convention referendum, and an envelope for returning your ballot and questionnaire. To be counted, all ballots must be mailed in the envelope marked "Ballot" and postmarked on or before March 10, 1958. Official ballots will be mailed to all those whose '58 membership dues have been received in the AVA office on or before February 1.

All AVA members will also have an opportunity to vote in a Convention Referendum. A referendum questionnaire will be enclosed with the letter from President Bass. This will give every AVA member an opportunity to express his preference as to the time of year for holding annual vocational conventions. The Executive Committee is anxious to know whether a majority of members prefer summer or winter conventions. So, please fill in the questionnaire and return it with your ballot.

► THE BUFFALO CONVENTION. Page one of this JOURNAL features hotel information and your hotel reservation blank for the 1958 Convention in Buffalo, August 11-15. We hope to have an especially successful 52nd annual vocational meeting. We urge you to make plans now to attend—while a variety of facilities are available.



Executive Secretary and Editor-in-Chief

For AVA President . . .

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for
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for
AVA Year 1958-1959

SAMPLE

Vote for ONE nominee by marking X in the ☐ before the name of your choice.

☐ **H. H. LONDON**

☐ **WILLIAM R. MASON**

To be counted, this OFFICIAL BALLOT must be used, returned in the enclosed envelope and postmarked not later than MARCH 10, 1958.

HOYT H. LONDON

HOYT H. LONDON was born on a farm in Fannin County, Texas. After working six years in the building trades, he went to North Texas State College from which he was graduated in 1924. He received his Master's degree from the University of Missouri and his Ph.D. from the Ohio State University, with majors in practical arts and vocational education.

Dr. London began teaching in Oklahoma. Since then he has taught in a trade school and junior college in Texas and in senior colleges in Texas, Ohio, Georgia, Mississippi and Missouri.

In 1938 he was invited by the late Professor Selvidge to join the staff at the University of Missouri, where he is now Professor of Industrial Education. He has charge of teacher training in industrial arts, trades and industries, technical education and distributive education.

For several years Dr. London has been Secretary-Treasurer of the Missouri Vocational Association and Chairman of its Legislative Committee. He is a past president of the National Association of Industrial Teacher Educators. Currently, he is a member of the AVA Research and Publications Committee and he has also worked with AVA's Legislative Committee. For a period he was faculty sponsor of Phi Delta Kappa at the University. He is a life member of both the NEA and the AVA. In recognition of his service to practical arts and vocational education, he was given an Outstanding Service Award by the AVA in 1956.

A frequent contributor to professional journals, Dr. London addresses numerous state, regional and national meetings. He is listed in *Who's Who in America.*

His only daughter is a high school teacher in Michigan; one son will graduate from the School of Veterinary Medicine at the University of Missouri in June; a second son, a graduate of the University, is now an officer in the Marine Corps.

WILLIAM R. MASON

WILLIAM R. MASON, Supervisor of Industrial Arts in Cleveland and AVA Vice President for Industrial Arts, has devoted 30 years to the promotion and further development of industrial arts and vocational education.

He earned his Bachelor of Education degree at Illinois State University and his Master's at the University of Chicago. He has done work toward his doctorate at Western Reserve U.

In Cleveland, Mr. Mason has taught industrial arts at the junior and senior high levels and in adult night classes. He did an outstanding job in national defense training and has served as a guest professor at Oregon State College.

He has re-organized and re-edited industrial arts curriculum material for Cleveland's junior and senior high schools and technical schools. For three years he was in charge of experimental work in the visual aid center, established to improve techniques of using visual aids in teaching industrial arts. He was also in charge of training vocational teachers, developing vocational course material and content for the Cleveland public schools for three years.

Included in his industrial experience are general machine work, electrical shop motor and repair, drafting for heavy concrete construction contractors and foreman training in many leading industrial plants.

A past president of both the Ohio and Cleveland industrial arts associations, Mr. Mason is a member of Phi Delta Kappa and the former industrial arts editor for the AMERICAN VOCATIONAL JOURNAL. He is a Kiwanian, a member of the Educational Advisory Committee of the Cleveland Graphic Arts Council and a member of AVA's Industrial Arts Policy and Planning Committee. A former chairman of the OIAA publications committee, he also served as a member of a recruitment team for teachers for the Cleveland Board of Education.

Active in civic, church and community life, he has a daughter and two sons, one who is now a teacher.

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Applause

—to Vernon L. Nickell, Illinois State Superintendent of Public Instruction, who—at the 25th joint annual meeting of the Illinois Association of School Administrators and the Illinois Association of School Boards, Chicago, November 24-26, said:

"Russia's young people are trained for the welfare of the state. In the United States youth is educated for the benefit of society. If we do that well, we have done a good job."

"I never want to see the time when the federal government will tell students which courses they have to take. When we adopt the philosophy, we adopt the system. Education in this country is a state, not a federal, function. If we ever reach the point where the federal government says 'you specialize in this subject whether you like it or not' we have adopted the philosophy of the system with which we compete. My prayer is: God forbid."

* * *

—to the presidents of AVA-affiliated state associations whose pictures are featured on pages 20-21. These men and women are able leaders; their dedicated work in behalf of their professional organization is the reason why AVA is strong. We regret, by the way, that we do not have 100 per cent of the state presidents represented this year. We were unable to use some photos that came in after deadline.

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Guest Editors

By Herschel C. Loveless
Governor of Iowa

IOWA—GIANT FOOD-PRODUCER of the nation—can no longer be considered an exclusively agricultural state. In the past two years, for the first time, industrial and commercial income in Iowa exceeded farm income. Iowa's challenge for the future is to become increasingly diversified in her economy, and thus to provide new employment opportunities for young people of energy and talent no longer needed on the farms.

Fortunately, our vocational education program is a going concern—ready and able to handle the enormous task of providing vocational guidance and training for the youngsters who must man this diversified economy. With its effective and far-reaching work in trade and industrial lines, distributive education, agriculture and homemaking, vocational education in our state is performing outstanding service in helping Iowa adjust to a changing, many-faceted economic world.

WE IOWANS are proud of our fabulously fertile crop-land, our educational achievements, our standard of living. But our greatest asset—as I have often emphasized—is our youth. I consider vocational education a resource of first importance in attracting our sons and daughters to remain in Iowa to share her treasures and shape her destiny. And this, above all, is the key to a future of fulfillment, for the state "where the tall corn grows."

By J. C. Wright,
Superintendent of Public Instruction

IOWA EDUCATORS are most appreciative for the Salute to Iowa in this issue of the AMERICAN VOCATIONAL JOURNAL. In this state we consider vocational education to be a most important part of the total educational program in our public schools.

Americans enjoy the highest standard of living of any people in the world. While favorable climate and a wealth of natural resources are important factors, the major reason for our high living standards is our program of education for both youth and adults.

As we all know, we are the first country in history to attempt the glorious experiment of educating *all* of the children of *all* of our people. This magnificent experiment of educating *all* of the children of *all* of the people has been strikingly successful and is full of promise for the future, if only we are wise enough to recognize and meet the problems which face us.

Of late we have been hearing a great deal about the schools in Russia. Some have contended that the emphasis on the sciences and mathematics in Russian schools has enabled them to launch Sputniks I and II. Many of our citizens have blamed our schools for the apparent lead which Russia has on us in this particular field. This attitude of some c[illegible] people is, I think, unwarranted.

WE HAVE, and have had, scientists who are capable of developing earth satelites. These men and women have been trained in our elementary and secondary schools and in our colleges. The decision not to concentrate on this project has been made by our political and military leaders, not the leaders in education.

(Continued on page 30)

By Wayne L. Pratt, Director,
Division of Vocational Education

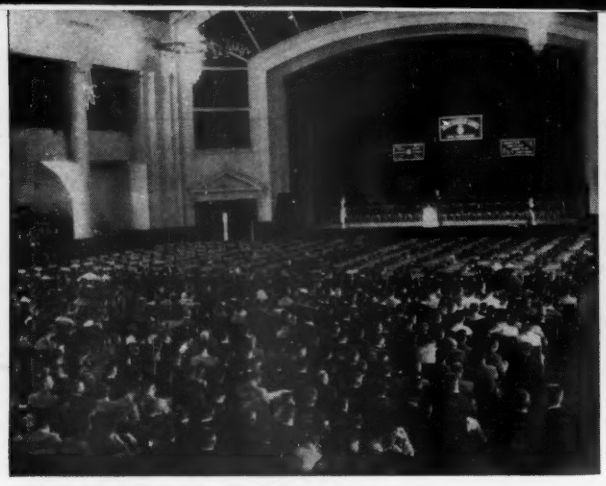
WE ARE PLEASED to be honored by the AMERICAN VOCATIONAL JOURNAL'S Salute.

We recognize that the people of our nation have converted its resources into a quantity of goods and services far beyond the expectations of our forefathers. The products of these conversions have developed the highest standard of living for our people, unsurpassed in the world. Progress still goes on!

Recent advancements in the sciences have given the people more goods and services, faster automotive power, and commodities to improve present day standard of living. The future developments of the sciences are even more gigantic than we realize at this time.

EDUCATORS REALIZE that America should continue to give greater emphasis in the sciences. In accelerating the science program, it is necessary to develop the skills necessary for a new technological society. Vocational education has always been alert to the needs of a rapidly changing world, which does affect every phase of American economy and reaches every area of vocational endeavor.

The tremendous expansion of the economic system is due to the individual skills of our craftsmen, the techniques of mass production resulting in increased productivity of the worker, efficient business management, and a better system of the distribution of goods and of profits. The successful use of these improvements is conditioned by the educational program and its teachings. In Iowa, these have been the objectives of vocational education.



Left, the Iowa state FFA convention, business session. Right, an impressive group of Iowa farmer degree winners.

the journal salutes IOWA

for . . . vocational agriculture . . .

FARMING IN IOWA is big business. The farms in the state produce approximately one-tenth of the food for the nation. In 1956, the gross farm income was 2.2 billion dollars. This was an average gross income per farm of $11,270, or almost twice the national average. Of the 200 high counties in the nation in farm income, 37 are in Iowa.

The fertile soil and the temperate climate of the state are ideally suited to the growing of grains and forages and the raising of livestock. Iowa ranks first in corn, oats, hogs and in marketing of beef cattle, second in soybeans and third in butter and in marketing of sheep.

The people in Iowa are intelligent and industrious with good homes and communities. The total population is 2,707,830. These are 715,389 people living on farms, or almost one-fourth of the total population. Of the employed people in the state, 26.3 per cent are in farming, 16.6 per cent in manufacturing and 57.1 per cent in non-manufacturing work.

Farming is changing rapidly with scientific developments. It is increasingly mechanized. Farms are increasing in size. The needs for capital are large. Business management is more important. Abilities and skills are needed to efficiently produce crops and livestock and use farm machinery and equipment.

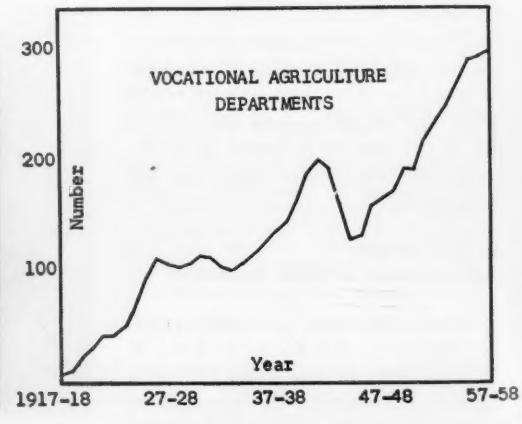
There are 190,263 farms in the state with more than 286,000 tractors and 72,000 trucks. The average farm is 182 acres. The people employed on farms has decreased approximately 2 per cent a year, except for the past two years.

The public schools of the state through their administrators and and boards of education have actively supported the vocational agriculture program. Starting with six departments in 1917-18, the program has grown to 303 departments for this year. With the further reorganization of school districts, 400 departments can serve the needs of the state.

As community educational agencies, the public schools are ideally situated to develop a farmer training program. They are close to farms and to people with resulting economies. Each year in the state, there is a need for some 8300 people to replace those who leave farming, with 6300 of these being farm operators. The new developments in farming further indicate the need for a training program. In this nation with 16 people on farms producing sufficient food for themselves and 84 people off the farm, it is increasingly necessary that they be efficient producers of farm products and intelligent custodians of our soil. The high school students enroll for vocational agriculture and three other courses each year. The four-year training program in farming is based on the supervised farming programs of the students and the home farm situations. This includes livestock, crops and soils, farm mechanics and farm management. The enrollment is 11,200 students this year. The number of graduates each year is approximately 2,400, not all of whom farm. Beginning in 1929, the FFA

A farm mechanics class—

Iowa statistics—



Up for judging—

More than 100 attended an adult class on feeder cattle in Alta last fall.

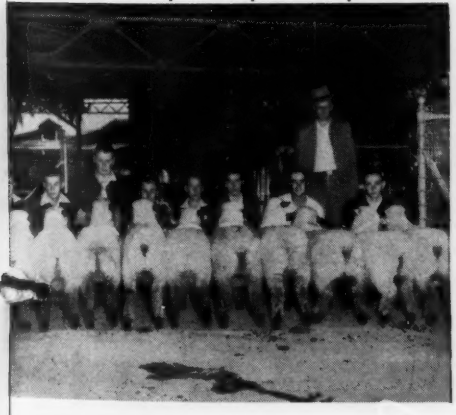
has been an integral part of the farm program. This organization provides leadership training and other benefits to members. All vo-ag departments have chartered chapters.

Young farmer classes are conducted by 60 schools this year with an enrollment of 1,200 out-of-school young men. As the high school graduates enter farming on a full-time basis, they desire training adapted to their needs. The training includes both classroom and individual on-the-farm work, based on their problems in becoming established in the occupation.

Adult farmer classes enroll 18,000 farmers in the 303 departments. The first adult farmer class in the state was held in 1921-22 with continuous growth in succeeding years. Since 1928, the enrollment in adult farmer classes has exceeded the enrollment in high school classes. An adult farmer advisory council works with the instructor in planning courses.

The typical vocational agriculture department has an enrollment of more than 100 persons. The average enrollments are 37 high school students, 20 young farmers and 60 adult farmers. It serves some 300 to 400 farms with an investment in land, buildings, farm equipment, livestock and supplies of ten to fifteen million dollars.

FFA boys show prize sheep.



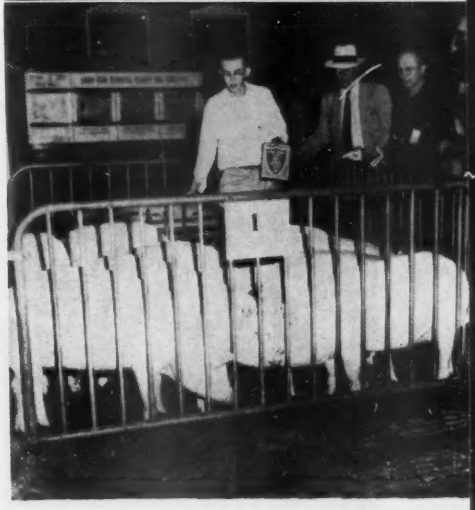
The school provides an agricultural classroom with a reference library and equipment and a farm mechanics shop with hand and power tools. Each year, a program of work is planned for the department in the community. The reimbursement to the school amounts to about one-third of the instructor's salary and mileage.

The Veterans Institutional On-Farm training program has been conducted by public schools in the state since 1946. More than 21,000 veterans have received training in accord with Public Laws 346 and 550. This year, the enrollment is 3,800 veterans in 174 classes in 138 public schools. The values to individual veterans, to communities and to public schools have been large. This work has been coordinated with the vocational agriculture program in which methods, techniques and facilities were developed.

For the future, there is a need for a farmer training program to train the next generation of farmers and to keep farming in step with new developments. Our increasing population will require larger amounts of the products of the farms. The vo-ag program accepts the challenge!

R., prize hogs. Below, the national soil and water management winner.

Above, Iowa FFA public speaking winner poses with officials. Below, area young farmers study together.



Mrs. Sonya Anderson Bosley is a secretary who has risen to her present position with only high school preparation. Sonya graduated from Des Moines North High School in 1955, completing the entire secretarial sequence.

Beginning her career with Meredith Publishing Company in June, 1955, in the steno pool, she was later appointed secretary in the Book Editorial Department. In May, 1956, she was promoted to her present position as secretary to the director, Book and General Promotion Division.

Sonya's duties include taking dictation, transcribing, and filing. She makes reservations for her boss's extensive business trips, assists in promotional events, and is a hostess at stockholders' meetings.

Here is an example of a student who has taken full advantage of all the tools provided by the business education program and is ready for any further opportunity which may come her way.

for . . . business education . . .

As Iowa's economy changes, so does the need for a full range of business courses for adults. Over 100 communities now offer some type of adult business education—to improve skills, concepts of management, and productivity. Bookkeeping for small business, is offered in Mason City.

The Newton Office Co-op program is an example of an Iowa program which serves as an excellent public relations for school and community.

The enrollment in the office practice program at Newton High is around 50 girls. Schedules are arranged to permit the girls to participate in the work-experience program, beginning work at 2 pm each school day. When placed on the job the students have had one year of training in shorthand, typing, and bookkeeping. During their senior year they take office practice. Various businesses cooperate by employing these students: banks, chamber of commerce, professional people, factories, studios, electric companies and retail establishments.

Below, a cooperative part-time office student transcribes dictation in the administrative division of the Maytag Company in Newton.

The Iowa Chapter of Future Business Leaders of America is one of the most active in the nation. Iowa earned the award given the state chapter installing the most new local chapters in 1956-57.

The Eagle Grove FBLA Chapter maintains a thrift bank to encourage members to save regularly for FBLA trips. All chapters conduct useful projects which develop individual initiative and a cooperative spirit for future business leadership.

Dr. Lloyd V. Douglas, Head, Business Education Department, Iowa State Teachers College, is the state advisor.

Mrs. Jeannette Duda Nicholson is a department head and buyer of accessories for Damon's Department Store, Mason City. She began her work with Damon's as a distributive education student learner. After her graduation from Mason City High School in June, 1953, she was retained as a full-time worker and progressed to her present position.

Her duties include stockkeeping, giving department personnel information on merchandise, and making trips to market.

Jeanette has this to say—"While a high school senior, I tried out on my training job the know-how we learned in DE class at school I had an opportunity to talk over personal and job problems with my coordinator, Miss Aileen Stern. Young people who know that they want a career in distribution can set goals early in their high school course and distributive education will help them move forward faster toward those goals."

for . . . distributive education . . .

Distributive education students throughout Iowa find the actual experience in the business world an exciting and dynamic approach to education in distribution.

During the past five years, 1663 students have participated in the distributive education program. A variety of job experiences are available to our students both in large and small business establishments. Illustrated below, a Burlington DE student prepares for a career in sales promotion by learning techniques of merchandise display.

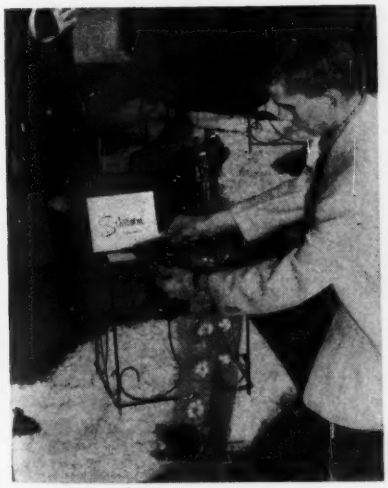
Our distributive education programs are directed by efficient coordinators most of whom are products of the DE teacher-education program at Iowa State Teachers College, directed by Harland Samson.

We believe that Iowa's third largest industry—retailing—offers many opportunities for young people.

Iowa coordinators conducting classes for those employed in various phases of distribution contribute significantly to the health of their business communities. Facing a future with competition for available manpower, it becomes even more imperative to develop the skills of those employed, now and in the future, so that efficient, profitable business activities may continue.

Currently, there are several classes throughout the state conducted on an in-store service basis, illustrated by our Sioux City program. Such classes are invaluable especially to those just entering selling positions.

In planning for the future, field instructors will be added to college staffs to assist in the adult program, particularly in communities where a local coordinator is not employed.



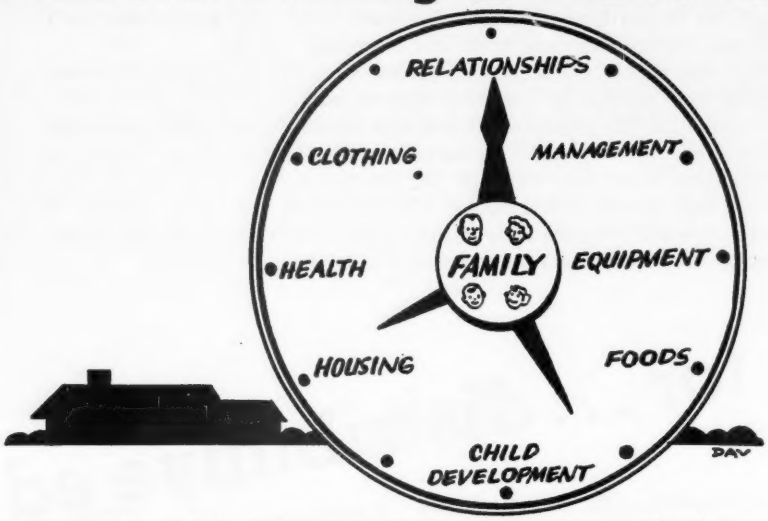
Contests conducted during the state convention of the Iowa Chapter of Distributive Education Clubs of America are selected for the educative values they have for students. Illustrated here, state winners from Council Bluffs show trophies won to local club president and a merchant during a DE appreciation luncheon.

The club program vitalizes local DE programs and emphasizes social and technical skills necessary for adequate preparation for employment in the field of distribution.

Edwin L. Nelson, State Supervisor of Distributive Education, is the adviser to Iowa DECA.

As president of 7,609 Iowa Future Homemakers, Frankie Nolan, Glidden High School, thoughtfully considers her responsibilities as their leader.

for homemaking education...



FRANKIE, ONE OF 15,000 Iowa youth, believes it is timely to take vocational homemaking in high school because she says, "discussions on family relations have helped me so much in developing patience, understanding, and love for members of my family. Also, the actions and personalities of my younger brother and sister are no longer such a mystery because I know more about little children.

"After studying clothing, I feel more confident in choosing colors, patterns, and styles which will suit my tastes and personality and I can make some clothes which I am proud to wear.

"This year I am keeping an expense account as a home experience so that I can plan a budget and make wiser purchases. Besides budgeting my money, I am budgeting my time to include piano practicing, FHA, church activities, fun with my friends and my family and a good night's sleep.

"I am eager to try planning, preparing, and eating nutritionally well-balanced meals like those we prepared in class, using new foods and time-saving methods of preparation.

"Besides all this, homemaking classes have helped me to appreciate the beauty of my surroundings in my home and the homes of my friends. It has given me the desire to create a home that is friendly, comfortable, convenient, and attractive."

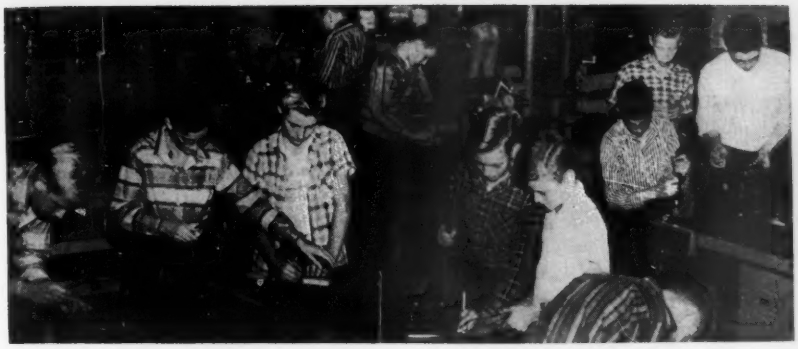
Many other seniors like Frankie are taking homemaking in high school because they realize that it is of value whether they choose to go to college, seek employment, marry, or combine these careers.

Regardless of their choice, those who have taken homemaking have a broad background of experience in understanding themselves and others. They have an advantage in knowing how to make themselves attractive, select and make friends, and manage their time and money. If they choose to live with someone else, they can use their homemaking skills in planning and preparing well-balanced meals, creating comfortable and attractive surroundings, and working out a satisfying pattern for sharing.

Homemakers are finding it timely to attend adult homemaking classes such as the group of women in the picture who are studying their roles in understanding and guiding teen-agers. These classes help them to enrich their family living and improve their homes. Homemakers today find it necessary to make many choices which affect the quality of family living. In adult vocational homemaking classes in Iowa last year, women studied how to buy, how to budget and stretch family dollars, how to make and remake clothing, and how to save time and energy so as to have more time for richer family living.

Since homemakers assume most of the responsibility for the family buying, they appreciate developing a broaded insight into the economic factors affecting the rising costs of the things their families need. They, thus gain a better understanding of how they can carry their responsibilities both to their families and to society. Through sharing with other class members, women feel a greater pride in their roles as homemakers and expand their vision of the importance of their role in society.

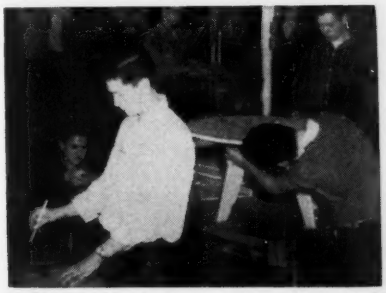
One of 325 classes serving 8,471 men and women.



for . . . Industrial Arts . . .

Industrial arts is one of the phases of general education. Its purpose is to develop habits, attitudes, ideals, character traits, knowledges, understanding, and skills of the home and industries. The action photographs on this page tell the story of what Iowa communities are striving to do to provide opportunities for youth to secure the necessary information and experiences to live in these modern times. Some school shops are used also to meet the vocational industrial education needs of youth, where equipment is adequate.

Top, two junior high shops in Iowa.
Right, senior high basic electricity.



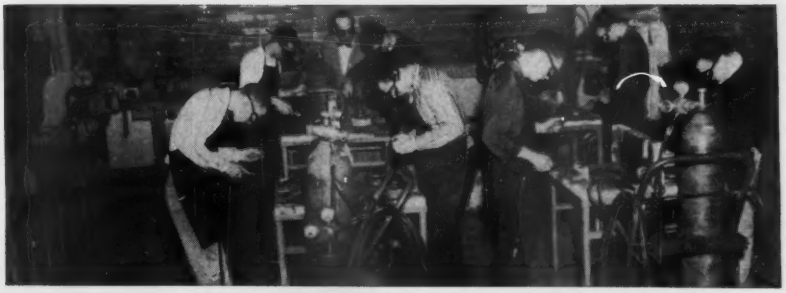
The woodworking section of a high school general shop.

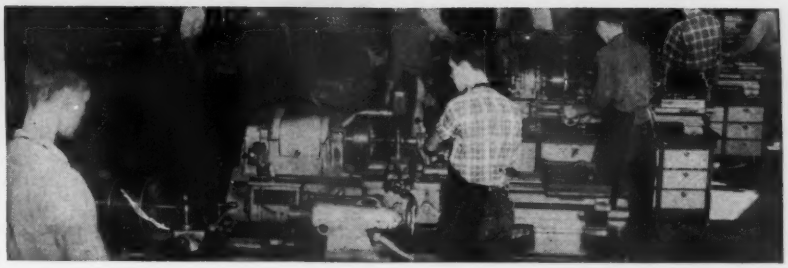
Right, here is a senior high gas welding section, general metalworking.

Senior high school auto mechanics.
Right, this senior high school general metalworking emphasizes machine shop.

Reinhard Friedrich, l., at work in the office of Fredrich & Sons, builders, Ames, illustrates how the industrial arts program helps youth find their life work. He says:

"Industrial arts woodworking and mechanical drawing courses gave me my first experiences in developing a plan, doing detail or precise work, and carrying through on a job. Finding I was adapted to this type of work, I completed a civil engineering course at Iowa State."



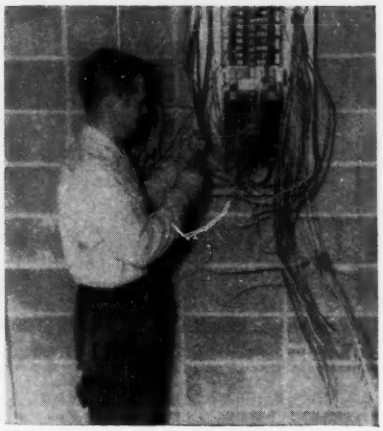


for . . . Trade and

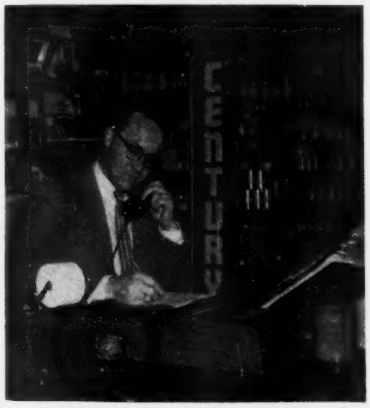
Harvey Fishel, owner and manager, Arrow-Acme Corp., Webster City, was a student-learner in the Newton, Iowa, High School vocational program. He is shown inspecting a turret lathe job on a wheel balancer casting manufactured for another firm. He says: "It was my good fortune to attend high school where a part-time cooperative trades and industries employment program was in effect. The practical business experience it integrated with school training probably saved me years of trial and error in finding the type of work to suit my aptitudes. This type of education needs to be greatly increased in most localities throughout the nation."

Trade and industrial education meets the needs of both in-school youth and adults. It supplements academic education for youth who want to acquire specialized training in skills, technical information, attitudes, appreciations, and working habits, which will enable them to enter industrial employment. It provides opportunities for adults who have entered industrial employment to acquire additional technical information and skills which will enable them to make progress in their present jobs, or to master new jobs resulting from technological changes. The people in these photos have prepared themselves for their life work through the trade and indtusrial education programs in Iowa high schools. Thousands more like them are to be found throughout Iowa and the rest of the nation. The vocational shop, the part-time cooperative employment, the evening and the apprentice related instruction class programs conducted by the public schools have all served the persons in these SUCCESS photos.

Close cooperation of the public schools with management, workers and federal and state agencies in planning and operating the programs results in efficient and up-to-date training.



Gary Engbretson, a former student-learner in the Decorah part-time cooperative employment program has continued to work for Brown Electric Company.



K. L. Newbrough, manager, Sieg-Fort Dodge Company's Storm Lake store, started toward his present career as an auto mechanic student-learner in the part-time cooperative employment program at the Fort Dodge High School.

Carl Berglund, president and general manager, Corn States Metal Company, Des Moines, observes the work of Jack Powell, a part-time cooperative employment student-learner, during the construction of the new Des Moines Technical High School. While an apprentice, Berglund completed the related instruction class program conducted by Des Moines Technical High School, in cooperation with the local joint apprenticeship committee, the State Division of Vocational Education, and the Bureau of Apprenticeship and Training.

Both workers in this photo are vocational school products. Wayne Eppard, left, an apprentice who became a journeyman last July, was a vocational machine shop student at Davenport who also had related instruction for metal trades apprentices in the Davenport adult evening school program. Hobart Russell, r., is a 1946 graduate in vocational machine shop and cooperative training, 11th and 12th yrs.

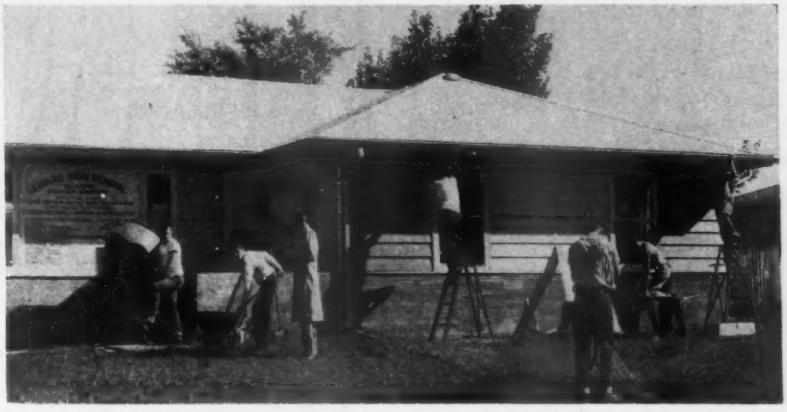
Industrial Education . . .

Roger Rube (center), journeyman patternmaker, Manning Pattern Co., Waterloo, and David Fecht (left), apprentice patternmaker, completed the Waterloo High School vocational cabinetmaking program, then became part-time cooperative employment student learners for their present employer. The shop superintendent, Mr. Lemon, is shown at right.

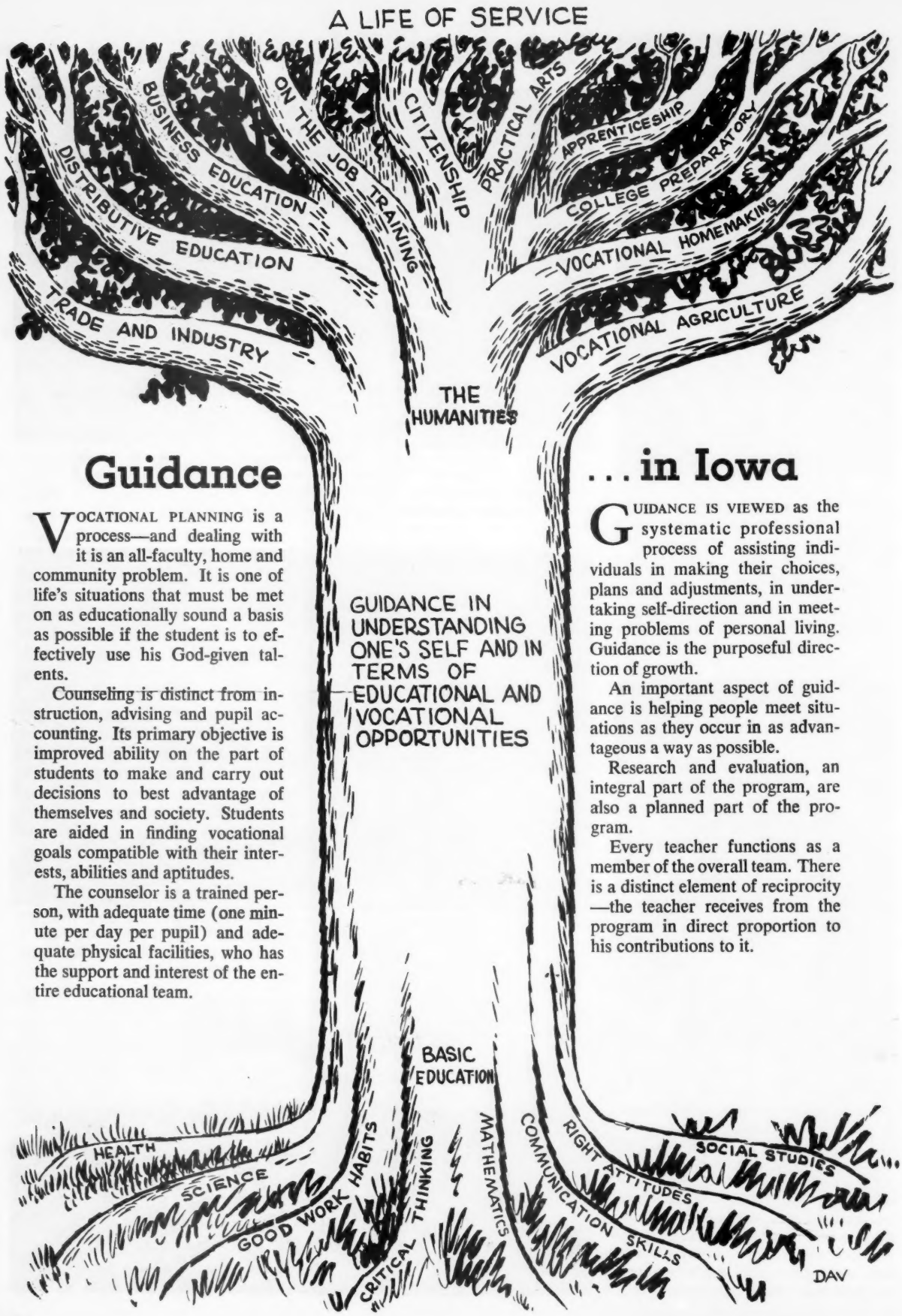
Russell E. Hill, owner of Hills Wood Products, manufactures kitchen cabinets, formica sink and cabinet tops, and factory-built homes in Clinton. Twenty men are in his employ. He is a graduate of the Clinton Junior-Senior High School industrial arts and vocational building trades programs.

R. L. Pose (left), began his career as a part-time cooperative employment student-learner in Marshalltown Foundry Company, Division of Lennox Industries, Inc. He has worked up through the business to foundry superintendent.

Ernest Cory, auto mechanic, Sedars Pontiac-Cadillac, Mason City, began his present employment as a student-learner in the part-time cooperative program.



R., the students in the Le Mars High School building trades class annually build a bungalow, employing local contractors and craftsmen to supervise the plumbing and electrical installations. A local committee assists in selecting location and plans for the project.



Guidance

VOCATIONAL PLANNING is a process—and dealing with it is an all-faculty, home and community problem. It is one of life's situations that must be met on as educationally sound a basis as possible if the student is to effectively use his God-given talents.

Counseling is distinct from instruction, advising and pupil accounting. Its primary objective is improved ability on the part of students to make and carry out decisions to best advantage of themselves and society. Students are aided in finding vocational goals compatible with their interests, abilities and aptitudes.

The counselor is a trained person, with adequate time (one minute per day per pupil) and adequate physical facilities, who has the support and interest of the entire educational team.

. . . in Iowa

GUIDANCE IS VIEWED as the systematic professional process of assisting individuals in making their choices, plans and adjustments, in undertaking self-direction and in meeting problems of personal living. Guidance is the purposeful direction of growth.

An important aspect of guidance is helping people meet situations as they occur in as advantageous a way as possible.

Research and evaluation, an integral part of the program, are also a planned part of the program.

Every teacher functions as a member of the overall team. There is a distinct element of reciprocity —the teacher receives from the program in direct proportion to his contributions to it.

I believe in the future of farming....

by Louis Huffman, Powell, O.

AS A BOY OF thirteen, I was interested in vocational agriculture and decided to drive to a neighboring school to enroll in the course, as my school district did not offer it.

This decision was partly influenced by the visitation of the teacher of vocational agriculture during the summer preceding my entrance into high school. This was the first time any teacher had visited me at my home. His interest in me helped to confirm my decision to drive the extra distance to the neighboring school of Hilliards.

As an FFA member I was entitled to the same privileges as 11,000 other Ohio boys in the organization. It was there I learned to conduct a business meeting. My training in parliamentary procedure has been a great help to me as I have assumed duties in my community, county, and state by holding offices in Junior Leadership, 4-H, County Fair Board, Young Farmers, and the state FFA.

Public speaking is a small but important part of the FFA program. One of the greatest FFA experiences was learning to work with others, both as an officer and a member. In today's agriculture we as farmers do not work by ourselves; I do much of my farm business through organizations such as the Farm Bureau, Grange, and breed associations.

BECAUSE OF my limited opportunity in farming, my first projects were two sows and litters and one acre of corn. My vocational agriculture teacher helped me to gain confidence in myself and others, and my farming program expanded yearly. I soon learned to look to him for advice in the classroom and on the farm. During my high school career I rented a few acres here and there until by my senior year I was farming about 400 acres of diversified crops within a radius of eight miles; plus beef, sheep and swine enterprises.

Upon graduation I was faced with three problems of modern farming—mechanization, finance, and labor. I worked out the machinery problem by starting out with a one-plow tractor and buying used machinery. This I rebuilt in the school shop with the knowledge and skills taught in the farm mechanics course. These first machines I later traded off on bigger equipment. Eventually, I used credit to further complete my line of machinery.

The labor problem was partially solved by hiring young men about my age who wanted part-time work. This proved costly in the long run as I had tremendous repair bills from the young, inexperienced men's misuse of equipment especially with the already used machinery I had repaired. I now employ, full-time, two men both older than myself. My grandmother signd my first note at the bank; since that time, I have been able to sign for my own credit needs.

NOT EVERY enterprise was successful. In 1951 disease wiped out my entire swine herd. The next year a storm drowned some newly born lambs. In the spring of '56 pigs and lambs died because of temporary farrowing and lambing facilities used while remodeling the barns. Sometimes crops were poor because of drouth and bad weather.

Last year for the first time in my eight years of farming, all my barns, livestock, equipment, and my home were in the same place. Some of the crop acreage is scattered but since this is fertile land, I do not find this undesirable.

Through classroom study while in high school and visits to my farm, my vocational agriculture tacher has been my most helpful guide in deciding what to do and how to do it. His help beyond the usual interest of a classroom teacher made the difference.

Now that I am out of school, the young farmer class for farm boys between the age of 16 and 30 is my link with agricultural education. We meet each week to study problems common to our farming programs and exchange ideas with each other. Management practices are high on the list of subjects.

Throughout the years I have tried to follow good soil conservation practices. This year as a result of class discussion I have participated in the government agricultural program and have helped to build a farm pond.

In vocational agriculture we kept good cost account records. This practice enabled me to borrow money at credit institutions where other young farmers were turned down. A farmer is his own office manager as well as laborer. I appreciate the fact that my teacher visits my farm. This is a big help to a young farmer trying to get established in farming.

WHAT I'VE LEARNED in vocational agriculture has helped me to take my place besides older, more experienced farmers. I have found that credit agencies are more ready to loan money to me as I am enrolled in an organized program of agricultural education. It is not financially easy to become an established farmer. My wife must understand that the tractor comes before the clothes dryer.

At the present time I am farming 900 acres under a 50-50 share basis. We are feeding 150 head of beef cattle and an equal number of sheep and swine. I own sufficient equipment to operate this land as I have four tractors with planting equipment, a baler, combine, corn picker, two trucks, and other equipment sufficient for my farming program.

I know I am fortunate in living on a modern farm with excellent facilities for livestock as well as having a modern farm home. This year my landlord has constructed nine miles of new fence, converted a multiple farrowing barn for swine, and added storage space for crops. This is real encouragement to do my best at all times, which is something I learned while in the local FFA chapter.

I FEEL I AM FORTUNATE to have become quite well established in farming at my age. I plan to continue seeking new ideas and trying new, improved practices which are brought out in Young Farmer classes and other means of agricultural education. My wife and I believe in the future of farming. We are proud of our vocation. We believe it will provide a type of living we will thoroughly enjoy. For all this we say thanks to agricultural education.

State Presidents

W. T. Vernon
Alabama

F. T. McQueen
Ala. Voc'l Teachers

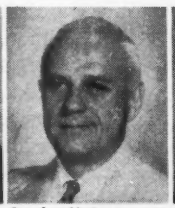
Gordon S. Furnish
Arizona

Juanita Ford
Arkansas

Sam Dermengian
California DE

J. Lyman Goldsmith
Calif. Industrial Ed.

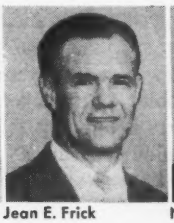
R. B. Bradley
Canada



Gordon H. Ingerson
Connecticut

Robert J. Volland
D. C.

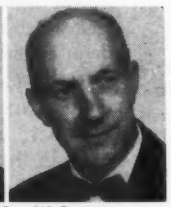
Montine Jackson
Georgia



Jean E. Frick
Idaho

Nancy Neeley
Illinois

I. I. Brakensiek
Illinois Vo Ag



Ray W. Burgett
Illinois Industrial Ed

Doris L. Ray
Ill. Voc'l Homemaking

A. A. Himelick
Indiana

Donald L. Lippold
Iowa

Melvin Lightcap
Kansas

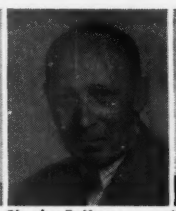
Mrs. Mabel Harrison
Kentucky

Elsie M. Sutton
Louisiana

Eugene Harris
Pelican State (La.)

Mrs. Dorothy Howland
Massachusetts

Oscar Fischer
Michigan Vo-Ag



Charles F. Kemp
Mich. Local Admin.

Herbert Cigard
Mich. Indstrial Ed

John Kovac
Mich. Voc'l C'rdin'tors

Vernon R. Maack
Minnesota

E. F. Mitchell
Mississippi

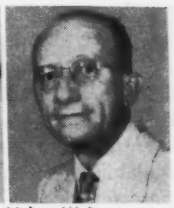
Pictured here are presidents of AVA-affiliated state associations whose photos were received before deadline. The *Journal* salutes these men and women for dedicated leadership in behalf of their professional organization.

John L. Mowrer
Missouri

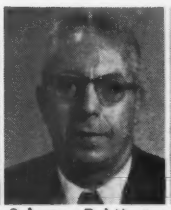
Robert F. Wilson
Montana

Mrs. Wilda Carr
Nebraska

Dorothy E. Brevoort
New Jersey


Nelson W. Lowery
New Mexico

Ivan H. Griffin
New York


Salvatore Del Mastro
North Carolina

H. M. Hargrave
Old North State (N.C.)

Mrs. Beula Bute
North Dakota

Kenneth V. Green
Ohio

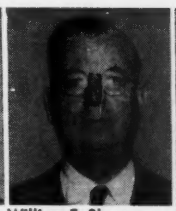
Joy E. Mohrhardt
Ohio Industrial Arts

M. J. Ruley
Oklahoma

James B. Thomas
Oregon

Kenneth A. Shultz
Pennsylvania

Guillermo Jordan
Puerto Rico


William E. Sloane
Rhode Island

Mrs. Beatrice Jeffcoat
South Carolina

W. F. Hickson
Palmetto State (S.C.)

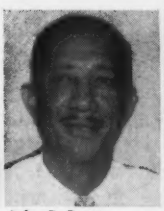
L. M. Mayo
Tennessee

Carrol W. Click
Texas

Fred Connaby
Utah

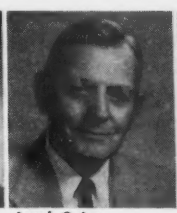
Noble L. Moore
Virginia

Pauline C. Morton
Old Dominion (Va.)


John P. Scott
Virgin Islands

Mary F. Lamison
Washington

J. Bond Davis
West Virginia


Jacob Spies
Wisconsin

Mrs. Sue Stephens
Wyoming

Industry Takes a Look

—at industrial education

By Earl MacCormac

WHEN SPERRY FARRAGUT Company began its operations in Bristol, Tennessee, five years ago, it was faced with the problem of manufacturing a product requiring workmanship of extremely high quality and accuracy. After all, a guided missile which doesn't hit its mark and destroy its objective is of no more use to our national defense than a parachute which doesn't open when you pull the cord. We had the facilities—that is, the physical plant, the machinery, and the other necessary equipment. What we did not have was a workforce.

A survey of the area indicated the availability of personnel with the characteristics we desired, but very few people possessed the skills we needed. In this situation, it was only natural for us to turn to the vocational schools for help. They gave us that help willingly.

Local educational institutions were contacted. We found that certain of our needs could be supplied by letting it be known we were interested in interviewing applicants who had completed courses already established in the area's vocational schools. In other instances, however—in most instances, as a matter of fact—special courses were developed at our request which provided training specifically aimed toward our job openings.

COURSES WERE begun in machine shop practices, elementary electronic assembly, drafting, and precision inspection several months prior to the actual beginning of our operations. These courses were conducted by special arrangements in the local Bristol, Tennessee, school system, the Washington County Technical School at Abingdon, Virginia, and the Johnson City (Tennessee) Vocational School. In addition, the University of Tennessee Extension Service conducted courses locally in elementary and advanced electronics and electrical-mechanical testing. In some instances, our own employees became the instructors.

Before our operations were begun, even before our plant was under construction, we knew we would have a large number of job openings for electrical assemblers. We also knew few people were available in the Bristol area who had had any experience or training that would qualify them to fill these job openings. With the cooperation of three schools, a six-week course was planned, offered, and given publicity. It included 150 hours of training in point-to-point wiring, the use of a soldering iron and other small hand tools, reading schematic diagrams, the use of color codes in wiring, the preparation and lacing of electrical harnesses, and training in various assembly procedures and techniques. Approximately 400 persons completed this course within a year and a half. A large number were hired by us. We also hired many who had completed vocational school courses in inspection, drafting, stenography, machine shop work, and electronic and electrical-mechanical test and technical work.

Although it would be a tremendous task to trace the employment histories of all employees who came to us after completing the vocational school course in electrical assembly, I do have some statistics covering our electrical assembly sections which will give you an indication of the fine way in which vocational schools served people in our area, and helped us to solve certain of our employment problems.

In the sections of our assembly department which are devoted to coil winding, electrical wire forming, and electrical assembly, five out of eight of our first-level foremen have completed vocational school courses and worked their way up from hourly-rated jobs to supervisors. Four of these five had taken courses related to electrical assembly before being employed by us; the fifth has completed advanced blueprint reading.

In these same three departments, 26 per cent of the hourly-rated employees were hired after they had completed vocational school courses. Furthermore, in the highest rated of the seven job classifications in which these employees are currently classified, all but one is a graduate of a vocational school training course.

IT IS OUR policy at Sperry Farragut to fill job openings, wherever possible, by promoting employees into higher jobs, rather than by hiring from the outside. Some employees have progressed as a result of on-the-job training alone; others, in addition to the training and experience acquired while performing their jobs, have attended classroom training sessions held in the plant during working hours, or have attended evening classes at vocational schools.

NOW, ABOUT the weaknesses of vocational school graduates. Let me very quickly add that I am not going to try to tell you your business—that would be too much like trying to tell an airlines pilot how to fly his plane. However, I think we all welcome and occasionally benefit from the observations of someone outside our own field. Employment interviewers and some of our supervisors and shop foremen tell me they have found these employees weak in ability to read and understand blueprints. Since the blueprint today is a basic tool in most shop work, this one weakness can slow down or prevent an employee's progress more seriously than almost any other single weakness. For example, we have found that many assembly workers can read simple blueprints and schematic diagrams, but they need further experience and training in blueprint reading before they can advance, even though their assembly ability warrants promotion. This, by the way, was a weakness of one of the courses for which we ourselves determined the syllabus.

Further, it is important for students to be trained in a situation as nearly as possible like one in which they later will work. For example, many students of assembly techniques who work only on large items in school will require a considerable adjustment period before they can work

efficiently on small items—and miniaturization is the trend today.

We have found that most employees have learned to handle tools carefully during their vocational school training, but frequently they handle production parts less tenderly. This undoubtedly is because they often learn and practice on scrap materials—which have little or no value. As one supervisor put it, the new girls put down their $10-worth of tools as if they were precious instruments, but the assemblies they work on—which may be worth several hundred dollars apiece—they toss around as if they were playing with toys.

I realize that some of the things which I have referred to as weaknesses in vocational schools may very well be weaknesses in the students.

NOW, HOW ABOUT one of industry's most critical problems, a problem closely bound to the future of all industries which involve either technical or precision work—the problem of our technical manpower needs?

There is increasing recognition of the trio of skills required for the manufacture and proper maintenance of these electronic and electro-mechanical devices—namely, the engineer, with his thorough training in mathematical, physical and engineering sciences; the mechanic—that is, the machinist or assembler, with his skill for fabricating products in conformance with engineering drawings; and the technician, who combines some of the knowledge, experience and skills of both the engineer and the mechanic. Industrial experience indicates that, ideally, the technician is a person trained in basic principles of mathematics, physical science, electronics and mechanics, and the application of these principles to the typical instruments, circuits and devices used for the purposes of measuring, controlling, and operating electronic and electro-mechanical equipment.

In the engineering laboratory, technicians carry out constructions, tests, and calculations indicated by the experienced engineer. In the factory, technicians serve as top-skilled inspection and test troubleshooters, design and construct complex test apparatus, and serve as foremen. In the field and in the Armed Forces, technicians are needed for the installation and maintenance of an ever-increasing number of equipments whose specialized and complex nature require technical skills and a knowledge of basic science beyond that of the mechanic.

It is obvious to many people that the gap between the supply and demand of scientists and technicians in this country is likely to grow larger as technology assumes a greater role in American life. As a single example, the greater complexity of equipment of all types calls for greater skills in installing, repairing and maintaining it. Automation in industry—the term applied to the automatic making, inspecting, assembling, testing, and packaging of parts and products in one continuous flow—is currently affecting previously established ratios of skilled, semiskilled and unskilled workers, particularly in the metalworking, electronics, and chemical industries. It is generally conceded that automation will create a demand for more skilled workers — for more technicians.

Yes, industry needs more trained men, particularly technicians. The problem is heightened in certain areas by the trend in recent years toward the decentralization of industry. Areas which in the past have been the sites of industries employing only unskilled and semiskilled men and women are suddenly finding that companies want to move into their areas and establish plants requiring highly skilled employees. To reject this advance is to keep the areas from gaining the many advantages accruing to them from the arrival on the scene of new industries—the opportunity for greater individual earnings, the opportunity for greater spending within the communities, the opportunity to provide finer futures and careers for the people of the area, particularly its young people.

SHOULD VOCATIONAL schools take the necessary steps to fill the gap in education between the scientific college and the vocational school? To the person who says that technical training has no place in vocational schools, let me quote the words of one of England's great prime ministers, William Gladstone. In an address delivered more than 60 years ago, he said:

"Technical education is the exaltation of manual labor, the bringing of manual labor up to the highest excellence of which it is capable."

If vocational schools are to fill this gap, three things are necessary:

One, the vocational schools must become fully aware of the role which is beckoning to them, and *they must make plans to do something about it soon.*

Two, they must develop a curriculum that will appeal to the student who perhaps cannot afford a university education, *but who has the ability and the interest to pursue a technical education,* and

Three, *vocational schools must broaden their horizons,* and must begin training students not just for the area's present local industries, but also for the industries which are to come. They must plan and act in the light of industry's rapid technical evolution, its mobility, and the national need for technical personnel.

WE AT SPERRY FARRAGUT have repeatedly praised the quality of the people living in this area. They learn quickly and accept job responsibilities as a challenge. They are efficient. They respect quality and have a high degree of adaptability. They work hard and they work well. You who are concerned with vocational education have a wonderful opportunity—the opportunity to train the fine people in your communities to be the semiskilled and highly skilled workers in the present and future industries of this rapidly expanding area.

Mr. MacCormac is Manufacturing Manager, Sperry Farragut Co., Division of Sperry Rand Corp., Bristol, Tenn. This material from the address he presented at the annual meeting of the East Tennessee Education Association, is published at the request of members of the East Tennessee Industrial Education Association. Sperry Farragut was organized in 1951 to build and equip a Naval Industrial Reserve aircraft plant for the U. S. Navy's Bureau of Aeronautics and to produce the Sparrow I, a supersonic guided missile.

Effective Supervision *is important To Business Education*

by Margaret Andrews

BUSINESS EDUCATION IS BIG business. Not only is business education the oldest form of vocational education in the schools of this country, but it is unquestionably the largest segment of vocational education in the high schools today. It is not unrealistic for business education to assume major credit, and major responsibility, too, for training the one out of every eight employed workers who work in an office today—or the one out of every three employed women who work in offices. Today, business moves on paper and the business man must rely on business education to supply the trained workers need for him to keep pace.

To accomplish the tremendous training job assigned to it, business education, like all big business, needs adequate supervision. Perhaps before attempting to delineate the specific contributions of supervision to business education it would be well to establish more clearly the need for supervision. Actually there is greater need for supervision in education today than ever before. The public is very vocal in demanding better schools. Teachers are becoming more and more specialized and, therefore, increasingly need help in keeping their perspective of the total educational process. In keeping with the American tradition of education for all the children of all the people, students today represent a greater range of ability than ever before—and this poses a very real challenge to the teacher, especially the one who is subject-matter oriented. The increasingly-complex society into which business students go after completing school requires help for the teacher in knowing how best to prepare students to compete satisfactorily in this society.

At the same time these demands have been creating increased need for supervision they have been deterrents to developing better supervision.

Up until recently the very old buildings, the superannuated equipment, and the aging teaching staff found in many schools made it seem less necessary, or at least less profitable, to provide supervision.

The easy job market—bookkeeping, clerical and stenographic—into which students have gone since 1941 has made the need for improving standards in the schools of seemingly-less importance.

The shrinking high school enrollments during the '40's and early '50's has tended to offset some concern for supervision.

Increased emphasis on the holding power of the schools which attempts to retain all students in school regardless of ability makes it more difficult to set accomplishment standards. This tends to reduce the apparent need for supervision.

BUT NOW THERE are changes, and action research is needed to determine what services will best meet current needs. Some of the more important changes are described here.

Ever-increasing numbers of new business teachers are in the schools. Many are less-well trained and less able to present problems. Extra demands on the time of these new teachers in the form of outside jobs to augment their salaries, and extra-curricular activities give them less time to plan school work. Extreme specialization in their training makes it difficult for them to see the over-all educational problems of the school and the student.

Ever-increasing numbers of new administrators with limited teaching experience and often without meaningful experiences with a supervisor present problems. Such administrators need help in seeing the services a supervisor might give them directly in such areas as planning buildings, selecting equipment, developing curriculum, establishing teacher requirements, and helping them indirectly through working closely with teachers on their staff.

Ever-increasing numbers of students pose the problem of greater ranges of abilities and interests and, therefore, the problem of standards, grouping, areas of specialization, selection, and a number of related instructional problems.

Increasing concern over curriculum problems involves concern for the gifted and the slow—for general education and vocational business training. It takes into account the inroads and compromises made when increased emphasis is placed on important new areas as, science and health—or on part-time work programs which take students out of school part of the day. Post-graduate education for the student and education for the adult in the community add to the curriculum problems in business education.

Increased community awareness and participation in education problems has been brought about in part by the interest of lay committees, by more active PTA groups, and certainly by a higher general level of education in the whole community. The shortage of workers in many areas, particularly in the office area, has caused employers to take a very ac-

Dr. Andrews is AVA Vice President for Business Education and Consultant in Business Education and Placement, Minneapolis Public Schools.

tive and sometimes a critical attitude toward school problems. Public support is needed to get more buildings, better equipment, and higher salaries. Unless properly directed, however, efforts of lay groups may easily become misdirected.

TO BE EFFECTIVE a supervisor must plan his work to allow balanced consideration for working with all groups concerned with the educative process. This means he must work with teachers, teacher trainers, administrators, guidance workers, and with the public. Let us consider each of these groups:

First the business teacher—It is not enough to plan to work with the teacher when he is hired and becomes a part of the school staff. It is important that the supervisor establish contact and begin his work while the teacher is still in training. To do this he must work with the teacher trainer. This work relationship begins with developing a plan with the teacher trainer for the selection of students so that qualified students are trained. He then works with the teacher trainer so that the preparation given will qualify the students to meet job requirements. When the student is about to complete his training, the supervisor will work with his own teachers in developing a meaningful practice-teaching situation. Last but not least, the supervisor, through the teacher trainer, will try to develop in students an acceptance and an understanding of supervision. This is truly the key to effective supervision. It represents a point of view—an attitude. It accepts a supervisor as someone who is of help—as a resource person—and not as an evaluator or a critic It develops the point of view that teachers should not have a passive attitude toward supervision—but should look on it as one additional teaching aid and should exploit it to the utmost. This is all pre-service training.

Once the student teacher becomes a regular business teacher then in-service training begins. Here the supervisor becomes a resource person to assist in locating instructional materials, developing plans of evaluation, preparing demonstrations, arranging visits to other classes, informing teachers of new trends and methods, and assisting them in understanding students. Teachers properly prepared will request these services rather than waiting to have them proffered.

The teacher trainer—the supervisor will not only find the teacher trainer of value in working with teachers-in-training, but he will find in him a valuable professional associate. Together these two workers can discuss in-service training, building and equipment problems, research findings, and truly building an effective team approach to many problems.

Who is a supervisor?

He is a leader, and sometimes a crusader

He is willing to serve alternately as a target and as a scapegoat

He is willing to accept the loneliness that comes with leading

He has stamina: Physical and mental strength

He has high tolerance for pain—for this is the price of change

He has humility—the greatest defense against being hurt

He has the patience necessary for working with education,which is a process

He has double vision, seeing problems through his own eyes and the eyes of others

The administrators—here again it would be well if administrators-in-training could be prepared by those persons in the universities charged with preparing them to understand and accept the help of the supervisor. It is too much to expect that an administrator can be equally competent in all the areas for which he is responsible. But it is not too much to expect that he will use the services of those who have greater competency. The business supervisor can be of inestimable help to the administrator in selecting, transferring, and assigning teachers, in planning new buildings, selecting equipment and supplies—and most important, in working with the classroom teachers to improve their effectiveness. The supervisor can be a valuable source of statistics based on research in such areas as standards of accomplishment, trends, data from follow-up, evaluation of methods. These are of value to the administrator as he works to develop community relationships and as he works with other areas of education.

Guidance workers — counsellors and other guidance workers are key people in the selection, programming, and placement of students. Supervisors must, therefore, keep them informed of prerequisites, course content, course sequence, and standards in all vocational business subjects. Likewise, supervisors must keep counsellors informed of actual office or college requirements, employment trends, and other observations made in places of business, in universities, or from research in the field.

The public—The business supervisor should utilize every possible opportunity to interprt to the public, the schools and his specialty in relation to them. Meetings with PTA lay committees, service clubs, and organizations related to his specialty provide these channels. Newspaper stories and radio and TV programs provide additional media. Contacts with the public, however, are not all "telling" contacts. It is exceedingly important that the public, through all possible media, have an opportunity to react to school problems so that the business supervisor may be aware of areas which need interpretation or further attention.

A QUESTION which might logically be asked at this point is "How can the work of a supervisor be evaluated?" There are many ways. Perhaps the most obvious would be to ask the staff he supervises for their evaluation. Various measures of student progress or of an activity which affects their progress would be another yard stick. The holding power of the school, employer evaluation, the results of follow-up studies—all of these are tools of evaluation.

—WHEN SCHOOL, COMMUNITY AND COORDINATOR COOPERATE—

DE WORKS

in A Small Town!

by Leroy Buckner

MANY PEOPLE SEEM to think that the program of distributive education was designed and operates sucessfully in large urban centers, that the program needs the cooperation of big schools and big distributive businesses to progress and grow in size.

There is a little town in the northern part of Virginia with a population figure of just a little over 8,000 people. It's major income sources consists of a textiles manufacturing plant and agriculture. The retail businesses are for the most part independent, although a number of large nationwide chains have located there in recent years. This town is Front Royal, located in the Shenandoah Valley at the Northern entrance to the famous Skyline Drive.

DISTRIBUTIVE education began in 1947. The DE Cooperative Part-time Training program in the high school had an enrollment of 13 students in the community. During the school year the coordinator had 143 persons enrolled in ten classes conducted under the DE adult program.

Since its beginning, the DE program has continued to improve its services and provide training to the high school students and the employed adults.

This year, 1956-57, the coordinator has in his cooperative training program 63 high school boys and girls studying and gaining experience in the field of distribution. Incidentally, this number was screened and selected from more than 140 students who applied for the DE program.

This year marks the tenth anniversary of DE in Front Royal and, for the record, 405 high school students have been trained to enter the field of distribution and over 950 adult employees and managers of distributive businesses have enrolled in the training programs offered.

HOW IS THIS success accomplished? How can a program continue to train so many people year after year without the community market becoming saturated-resulting in lack of cooperating agencies?

One of the reasons is the fine relationship the coordinator has built and enjoys between the school and the community.

Paul Hartman has held the position of DE coordinator since 1950 and has been one of the Front Royal's leading citizens during this period holding such offices as president of the Tuberculosis Association for three years, director of Community Chest, member of the Official Board of the Methodist Church. In educational groups, Mr. Hartman is the vice-president of the DE section of the Virginia Vocational Association, chairman of the Vocational-General Education Public Relations Study for Warren and Rappahannock county, past-treasurer of the local Education Association and co-chairman of the Curriculum Committee in Secondary Education Study.

The DE program has grown with the school and community becoming an integral part of both. The retail and wholesale merchants of Front Royal look to their school's DE program for expert professional training of their present and future adult employees. They now look to their high school DE cooperative program to satisfy their needs for productive part-time employees while understanding their responsibility for the students' training and supervision needs.

THE SCHOOL board and administrators have a good broad concept of the role this department is playing in training and development of today's and tomorrow's citizens.

Much more could be said about the DE program in the small town, but this much we know—it can function, improve, and expand when the school, the community and the coordinator all work together and enjoy their relationships in getting a training job done well.

Mr. Buckner is a high school distributive education graduate from Staunton, Va. He earned his degree in distributive education at Richmond Professional Institute and his master's at the University of New York, School of Retailing. Formerly a DE coordinator at Winchester, he is now Virginia's Northern Area Assistant State Supervisor of Distributive Education.

Silk Screen Printing

By Howard Smith

PRINTING BY THE silk screen process was used many years ago by the Chinese, but it was not until World War II that is was used extensively by industry. Since it has been little publicized, industrial arts teachers have been slow to consider silk screen printing in their curricula. As instructors become more familiar with the process and learn of its advantages they become enthusiastic about including it in the graphic arts.

Silk screen is a versatile method of printing. Size is controlled by constructing a screen to fit the job. Fine lines come out as well as large solid areas, something that is difficult by most other methods of printing. Then, too, one can print in a horizontal or vertical plane on irregular shapes such as cyclinders, cones and spheres. With the silk process one can print on most any material such as: paper, cloth, wood, metal and plastic. With all of these advantages, it is still easy to do and reasonably inexpensive.

At Ridgeley High School in West Virginia silk screen has rapidly become one of the very popular activities in industrial arts. It is taught in conjunction with an electric course in printing offered for juniors and seniors. Interest is so keen that present facilities will not handle all boys and girls who now want to enroll.

STUDENTS START BY learning to construct their own screens. They become familiar with the different kinds of silk and methods used for stretching it on the frame. They are ready then to learn how to cut and adhere different types of stencils. While getting their hands "dirty," boys and girls alike learn the art of mixing paints and making the prints.

SILK SCREEN is an excellent medium for teaching design, since one can print fine lines or large solid areas. Printing large areas of color presents a problem with most other graphic processes, and it is for this reason that most students tend to stick to line drawings rather than include large areas which are equally essential to good design. Through the silk screen process students are taught the fundamentals of design, layout, and color harmony, while they look into the effects of color and material on the over-all design.

The success of the course depends too on teamwork with many of the activities of a group nature; assembly line methods may be used for such projects as posters, programs and greeting cards.

The majority of the projects are suggested by the instructor, but students are encouraged to experiment with individual projects that they might want to try. The variety of projects is, therefore, limited only by the imagination of students. Typical projects run like this: letterheads, posters, program covers, pennants, greeting cards, invitations, note paper and book covers.

Students in industrial arts at Ridgeley High School are proud of their silk screen work and are making every effort to improve their skills in this medium. It is hoped, too, that through this course students gain insight in graphic arts methods of the printing industry, as they learn the fundamentals of silk screen printing and possibly acquire a worthwhile hobby.

Mr. Smith is an industrial arts teacher, Ridgeley High School, Ridgeley, W. Va.

From the U. S. Office

The schedule of program planning visits to States by Agricultural Education Branch staff members includes. A. W. Tenney, Indiana, March 10-12, and Ohio, March 13-15; W. N. Elam, Florida, February 24-28; Alabama, March 2-7; Maryland, March 11-13; and Kentucky, March 19-21; R. E. Naugher, Tennessee, February 11-14; Arkansas, February 17-19; Texas, February 20-25; and Louisiana, February 26-28; E. J. Johnson, New Mexico, February 16-18; Arizona, February 19-21; Washington, February 25-27; and Montana, March 3-5.

* * *

G. Henry Richert, Program Specialist for Distributive Education, has accepted an appointment for a minimum of one year as professor of business administration with the University of Maryland. In that position he will teach courses in business management, marketing and related subjects to American military personnel stationed in several of the European areas. Mrs. Richert, who formerly was employed by the public schools of the District of Columbia, will accompany her husband. She plans research, observation and study in her field of remedial reading instruction. Dr. Richert will be on leave of absence from his position in the Office of Education. Dr. and Mrs. Richert left for Heidelberg, Germany, in January. They will be glad to hear from their many friends in the States. Their European address will be: c/o University of Maryland, Zengerstrasse 1, Heidelberg, Germany.

* * *

A National Conference on Practical Nurse Education, sponsored by the U. S. Office of Education, was held in Chicago, Illinois, February 3-7. State Directors of Vocational Education, State Supervisors of Trade and Industrial Education, Teacher Trainers and State Supervisors of Practical Nurse Education attended. James H. Pearson, Assistant Commissioner for Vocational Education, and John P. Walsh, Director, Trade and Industrial Education Branch, were on the opening program. Staff members of the Practical Nurse Education section participating were Vera P. Hansel, Chief; Barbara Fallon and Helen Powers, Program Specialists; and Dorothea Orem, Special Consultant.

The aims of the conference were: to present concepts of the leadership role of the State Supervisor of Practical Nursing; to present basic requirements for the education of practical nurses; to introduce curriculum materials that make explicit the underlying foundation of practical nurse education; to suggest methods for the application of these concepts in curriculum development; and to present the scope and depth of administrative activities which concern the states in the development of practical nurse education.

* * *

Donovan Armstrong, Program Specialist, Distributive Education Branch, made field service visits to Alabama, Mississippi, and Louisiana during December. In a meeting with the Advisory Committee in Jasper, Alabama, he was impressed with the cooperative relationships which exist among the teachers in all four strong vocational programs.

* * *

Barbara Fallon, Program Specialist, Practical Nurse Education Section, met in Lansing on January 30 with staff members of Michigan State University to discuss the development of a teacher education program for professional nurses who are or will be employed as practical nursing teachers and coordinators.

* * *

John Farrar, FFA Director of Public Relations and Information, served as advisor to the Young People's Committee of the American Farm Bureau Federation at their national leadership training conference held in Gatlinburg, Tennessee, January 18-22. The purpose of the conference was to train Farm Bureau young people for their responsibility in State leadership.

* * *

Requests for the publication, *Supervisory Personnel Development* by Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch, recently released by the Trade and Industrial Education Branch, have far exceeded the supply. Additional copies are now being reprinted to meet the demand for this pamphlet.

* * *

Program Specialists in the Home Economics Education Branch plan to work in 11 states during the month of March. Selma Lippeatt will visit Nebraska, March 10-14; Kansas, March 17-21; and North Dakota, March 24-28. Ata Lee will visit Georgia, March 3-7; Alabama, March 10-14; Louisiana, March 17-21; and Arkansas, March 24-28. Rua Van Horn will visit Utah, March 6-15; Wyoming, March 16-22; Idaho, March 23-26; and Montana, March 27-April 2.

* * *

The Board of Trustees of the Future Farmers of America Foundation, Inc., held its annual meeting January 27-29 in the U. S. Department of Health, Education, and Welfare, Washington, D. C. Six staff members of the Agricultural Education Branch and nine representatives from the States comprise the Board. They reviewed the Foundation's report for 1957 and set the program for 1958. On January 29, approximately 100 representatives of donors to the Foundation met with the Board to hear their report.

* * *

Clyde Humphrey, Program Specialist, Distributive Education Branch, made field service visits to Wyoming, New Mexico, and Colorado during December. A plan for increasing activity in small business management training was given major emphasis in the three States.

* * *

Vera P. Hansel, Chief, Practical Nurse Education Section, spoke on practical nurse education at the annual meeting of the regional consultants of the Public Health Service held in Washington, D. C., January 6-10.

* * *

Rua Van Horn is conducting a regional conference on goals and practices in the home management house experience to be held in Salt Lake City, Utah, March 6-8. She will be assisted by Edna Amidon, Director of the Home Economics Education Branch, and Mrs. Katharine Reed, Head of Department of Family Life, School of Home Economics, Oregon State College.

* * *

William Paul Gray, Executive Secretary of the Future Farmers of America, is scheduled to accompany national FFA officers on their annual Good-Will Tour during February and early March. Other Agricultural Education Branch staff members will travel with the group for parts of the tour. H. N. Hunsicker will be with them in Baltimore, Wilmington, and New York; A. W. Tenney in Pittsburgh, Akron, Cleveland, Toledo, and Detroit; and John Farrar in Minneapolis, Milwaukee, Racine, and Chicago. The FFA officers will visit headquarters of about 50 business and industrial concerns and national organizations. Their purpose is to inform American leaders about the FFA and, in turn, to learn more about the work of the people they will visit.

* * *

In accordance with the provision in Public Law 911, a national advisory committee has been appointed by the U. S. Commissioner of Education, Dr. Lawrence G. Derthick, to advise him on matters of general policy in connection with the administration of Title III—Practical Nurse Training. A meeting of the Advisory Committee was held in Washington, D. C., on January 21, 22, and 23. James H. Pearson, Assistant Commissioner for Vocational Education, and staff members involved in practical nurse education participated in the conference deliberations.

* * *

John A. Beaumont, Director, Distributive Education Branch, and George Sanders, Program Specialist, conferred with State officials and representatives of teacher training institutions in Pennsylvania during December on plans for research projects in distributive education.

* * *

Serving as Special Consultant in the Trade and Industrial Education Branch, Dr. Lynn A. Emerson, Emeritus Professor of Industrial Education at Cornell University, is currently working on an annotated bibliography of available reference material on vocational-technical education and related technological developments.

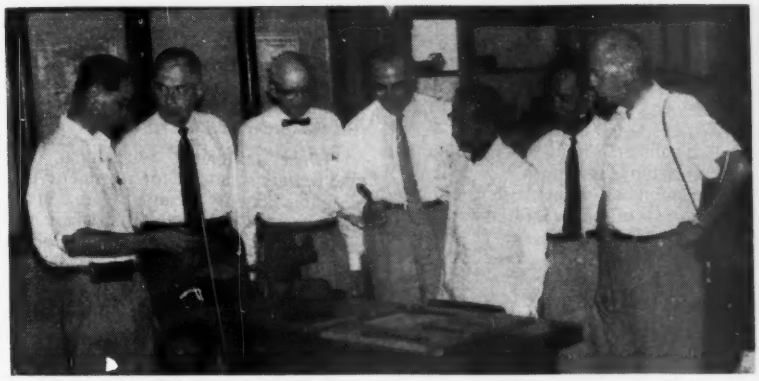
* * *

Rua Van Horn is planning to attend the Annual Conference of the Association for Supervision and Curriculum Development in Seattle, Washington, March 2-5; Selma Lippeatt will participate in the American Association School Administrators Meeting in St. Louis, February 22-25.

* * *

E. J. Johnson, Agricultural Education Branch, served as an advisor for the Junior Fact Finding Conference of the Institute of American Poultry Industries in Kansas City, Missouri, February 13-16. The Conference was attended by farm boys and girls throughout the United States. Its purpose was to provide information about the industry for young people who plan careers in processing or marketing poultry and eggs.

Around the Nation



Stanford ICA Contract Team Develops "Help Yourself" Program in Manila

During a stopover in the Philippines Dr. M. D. Mobley, AVA Executive Secretary, visited the Philippine School of Arts and Trades in Manila. This school is being developed into a trade and industrial teacher training institution offering a BSIE degree. This program is to provide teachers for the 33 vocational schools of the nation which have been established and equipped through ICA assistance since the war.

A Stanford University Contract team on a two-year assignment is working with the Philippine Department of Education staff, and the faculty of the Philippine School of Arts and Trades under a Philippine Department of Education-Stanford University-ICA Washington Contract. Stanford University has five such teams in the Philippines working on teacher education.

The photo above shows Dr. Mobley in the pattern shop observing some of the patterns being made to supply worn and broken parts of equipment. The ICA program does not provide replacement of parts and the problem of dollar allocation for importation retards the keeping of equipment in usable condition. The Stanford team found $15,000 worth of woodshop equipment out of use in one of the shops for a lack of less than $500 worth of parts. Through the development of this program, a small foundry and the upgrading of the machine shop, many of the needed parts are being produced.

As shown by the picture the American technicians of the Stanford team and the Manila ICA Education Division are attempting to develop a "help yourself" program.

In the picture starting from the left is Remigio Lacson who has just returned from a year at the Milwaukee Vocational School where he studied patternmaking under an ICA grant; Dr. Mobley; Gene Liebendorfer, TA Manila Office, formerly State Director of Vocational Education, Nebraska; Dr. Claude H. Ewing, team leader of the Stanford team, formerly of Chicago, more recently teacher trainer of trade and industrial education for the territory of Hawaii; Romulo Mendoza, supervisor of Trade and Industrial Education for the Philippines; Jose S. Roldan, superintendent of the Philippine School of Arts and Trades; and Dr. E. M. Plowden, formerly of Alabama, now assigned at Bangkok with the ICA.

Frank Briley of Raleigh, N. C., the pattern shop technician of the Stanford team, and to whom much credit is due for the development of this excellent pattern shop, was the photographer. Other members of the Stanford team this year are Glen Larsen, Machine Shop of Santa Ana, Calif.; Joseph Acosta, Auto Mechanics, of Stockton, Calif.; and Dr. Ralph Smith, Electricity, Stanford University Staff.

The Stanford Contract teams in the Philippines are under the direction of J. Graham Sullivan of Contra Costa County, Calif.

Supervisory Personnel Development Activity Grows

Nine southern states, Puerto Rico, and the Trade and Industrial Education Branch, U. S. Office of Education, cooperatively conducted an institute for developing industrial conference leaders on November 8-12 in Memphis, Tenn. Twelve persons received training in the Techniques of Conference Leadership. Participants included: Forrest H. Cherry, Little Rock, Ark.; Leo M. De Moss, Lake Charles, La.; William Calvin Foster, Columbia, S. C.; Harry W. Hewitt, Nashville, Tenn.; Walter B. Jones, Chattanooga, Tenn.; Cleve E. Loman, Richmond, Va.; James Carnell Melton, Jackson, Tenn.; Lenos Edwin Nichols, Clarkesville, Ga.; Juan Enrique Perez, San Juan, P. R.; J. W. Rowe, Jr.; El Dorado, Ark.; Murray D. Thornburg, Raleigh, N. C.; and William Cecil Walters, Hartsville, S. C.

One of the first steps in an organized plan to assist states in training key people to conduct classes for industrial foremen and supervisors, the institute was led by Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch. A. J. Edwards, Supervisory Training Specialist, The University of Texas, Industrial Education Department, assisted.

The Memphis training program is one of several that will be operated throughout the nation in the months ahead.

The organized plan calls for cooperation between the Division of Vocational Education of the U. S. Office of Education and the states in developing trainers who can bring all staff members of local schools up to a high level of performance in supervisory personnel development. Other institutes may be held as a joint undertaking between a recognized teacher training institution and the T&I branch.

The pattern of teacher training for preparing industrial supervisory personnel varies throughout the nation. In some sections specific courses, such as *The Techniques of Conference Leadership* offered in Memphis, are given. Training of this kind involves content as well as technique. In other geographical areas, training and personnel people are given a 60-hour instructor-training course in the techniques of presenting content they have already learned on the job or elsewhere.

In every instance some provision for the use of audio-visual aids is made. A well-rounded program includes the use of easel, chart paper, colored crayons, flannel boards, sound-slide films, tape recordings, and motion pictures.

Announcement of the next institute will be made in the near future. In the meantime, plans are being made to explore suitable locations where a group of states might send key people who, when trained, would conduct supervisory training courses and develop supervisory and foremanship trainers. Many states recognize the need for staff to do this training job. The limited availability of trainers makes it difficult for some states to do urgently-needed industrial supervisory training.

During the past year the T&I Branch has analyzed enrollment figures submitted to the Vocational Division in classes for foremen and supervisors and has found that the program is growing. The following figures indicate the rate of expansion: 1954-55 enrollment, 32,180; 1955-56, 38,273; 1956-57, 45,065.

Many states, cognizant of the great potential that exists in the training of industrial supervisors, are working with industry, organizations, associations, and individuals in determining training needs.

The T&I Branch is making publications available, providing consultative help, planning institutes for the development of trainers, and analyzing annual report data submitted by the states. With technological developments taking place at an accelerated pace, and with shortages and dislocations in the manpower situation affecting production of many items vital in a cold war situation, the need for those skilled in handling people is a challenge.

The magnitude of the problem is not fully understood by many. Willingness on the part of industry to accept assistance in supervisory training from the outside is a good barometer of the critical position in which many establishments find themselves. Seldom have vocational educators found such a genuine receptivity.

Around the Nation

Philco Acts To Help Meet the Manpower Shortage in Technology

The TechRep Division of Philco Corporation is acting to help meet the manpower shortage in technology by making the technical training services of The Philco Technological Center available to government, industry and qualified individuals. Previously, these services were used exclusively with Philco personnel.

According to Philco Vice President Robert F. Herr, the Center is not intended to be a panacea for the over-all technical training problem, but rather a specialized training service for those technical fields in which Philco is actively engaged and best qualified to offer complete and comprehensive coverage.

Services offered are correspondence courses, and technical books, training aids and devices in such fields as Communications, Radar, Synchro and Servo Systems, Analog and Digital Computers, Sonar, Industrial Electronics, Telephone Systems, Multiplex Systems, Electric Motors and Generators, Transistors and Transistor Circuits.

The Philco Technological Center, licensed as a private correspondence school under the laws of the State of Pennsylvania, maintains laboratories which include operating installations of many electronics systems, a training material development laboratory and a complete technical publications department in addition to a large staff of experienced engineer-instructors.

At the center's fully equipped laboratories are installations of Radar, Microwave LF, HF, VHF, and UHF Transmitters and Receivers, Bomb Directors, Airborne Fire Control, Teletype, Multiplex equipment. . . .

Philco TechRep Division has also developed and prepared, with the cooperation of leading authorities in government and education, a complete plan which outlines the steps which Philco management feels are necessary for solving the manpower shortage in technology. A free copy is available from Philco TechRep Division, 22nd Street and Lehigh Avenue, Philadelphia 32, Pa.

AFL-CIO Favors Extended Federal Grant Programs

Resolutions passed at the Second Constitutional Convention of the AFL-CIO in Atlantic City, New Jersey, December 1957, include the following statements.

Resolution No. 82, Part IV, Vocational Education:

"Realistic programs of occupational training must be inaugurated on a wider basis. The change to automation calls for a rethinking of vocational education programs. The old programs are prone to be matched to manual achievements. Secondly, very little action is being taken to provide adequate retraining of masses of people displaced by the new techniques.

"Vocational education must be reactivated and its programs revised to meet more meaningful purposes than merely as a catch-all for students who fail to meet other educational standards.

"A constructive working relationship must be developed between union representatives and directors of vocational training programs, federal, state, and local. Every AFL-CIO affiliate should make certain that its membership is represented on active advisory committees. Experience would indicate that most of this action should be handled or at least coordinated by local or state central bodies. Leastwise the labor representatives should be nominated by the appropriate body in the AFL-CIO structure.

"A number of pilot projects should be planned to help develop the most effective means through which to carry out such a cooperative program. City and state central bodies should supply to the AFL-CIO Committee on Education periodical reports on vocational education, together with definite information on current problems."

Resolution No. 121: The Attack on Federal Aid to State and Local Governments:

"An Administration campaign is under way to destroy the federal grant-in-aid programs which have done so much to raise public service standards in all states and localities but particularly in the poorer ones. . . .

"At the President's instigation, a special Federation-State Action Committee made up of governors or federal officials is already meeting behind closed doors, and deciding which of the grants should be ended first. After three brief sessions and no public hearings, it is reported that the Committee majority is ready to recommend the reduction or complete elimination of federal aid for school lunches, vocational education, water pollution abatement, national disaster relief and assistance for the needy aged. And this is only the beginning.

"It is also reported that the Committee will recommend that several federal excise taxes be relinquished to the states in order to provide them with new revenue to make up for the abandoned federal aid. This proposal, however, will by no means assure the continuance of the public services now supported by federal aid.

"In the first place, the lower income states that now receive the largest proportionate share of federal aid cannot possibly make up their revenue loss by imposing the taxes that Washington would abandon. Only the wealthiest states—that need aid least—would benefit from this cynical states rights scheme. . . .

"The states righters' attack on the federal grants-in-aid—like their attack on the regulatory bodies of the federal government—has not been launched to strengthen the ability of state and local governments to more effectively fulfill their growing responsibilities. It has been conceived solely to serve the special interests of wealthy corporations and individuals who view all federal expenditure cuts as potential tax saving opportunities for themselves, therefore be it

"RESOLVED, That the Second Constitutional Convention of the American Federation of Labor and Congress of Industrial Organizations, recognizing that:

"In our industrialized society, millions of families now migrate across state and local boundaries every year and the volume and quality of public services everywhere affects the welfare of us all; and that

"Higher minimum educational, health and welfare standards for all Americans are desirable not only because we are a humane and generous people and the richest nation in the world, but also are essential because the security of the nation is deeply involved; and that

"Experience has amply demonstrated that many states and localities do not have sufficient financial resources to provide minimum public service standards for their citizens through no fault of their own: and that

"Only the federal government is sufficiently powerful to insure an adequate and just tax contribution from corporate profits and the incomes of the wealthy to help support minimum public service needs throughout the nation.

"It is the reasoned view of the AFL-CIO that if state and local governments are to be strengthened in the performance of their essential functions, *federal grant programs must be improved and extended,* not destroyed. The effort to undermine the federal grant system, when necessity dictates that, in fact, it should be enlarged, is false economy this nation can ill-afford."

J. C. WRIGHT EDITORIAL

(continued from page 9)

It is true that none of our schools or colleges is perfect. It is also true that some are no doubt sub-standard. It may well be that we need to "tighten our belts" and encourage more of our brighter pupils to specialize in science and mathematics. However, we should not "panic" and attempt to imitate the program of education in Russia. Nevertheless, we need to stress the importance of languages, the humanities and vocational education as well as science and mathematics.

A deplorably large number of our more able students are not being challenged in our schools. Far too many do not go on to professional or trade schools after graduation from high school. Vocational education has, in my judgment, earned a permanent and vital place in our public school program. Our future success in developing competent and broadly-educated citizens depends to a considerable extent on the quality and quantity of our program of vocational education.

Association News

Kentucky's New Association Claims More Than 500 Members

A group of trade and industrial, industrial arts, and distributive education teachers gathered to form the Kentucky Industrial Education at one of the Kentucky Education Association's meetings last year. Charles R. Crumpton, Professor of Industrial Education, University of Louisville, was elected president of the new organization.

This year, KIEA has a regular publication and a membership of more than 500—more than 95 per cent of the potential. At the association's first annual conference (Louisville, November 1-2), more than 300 were in attendance and 26 commercial exhibitors participated. Dr. Robert R. Marton, Superintendent of Public Instruction, offered the welcome and Charles R. Crakes, DeVry Technical Institute, gave the opening address. State Director James L. Patton was the banquet speaker, with "The Challenge to Industrial Education as his topic.

Three honorary memberships were presented: to Mr. Patton; to Robert Carter, retired industrial arts teacher; and to Edward Stahl, Director of Vocational and Adult Education, New Albany and Floyd County consolidated schools.

Dr. Crumpton, in reporting on the group's first year of activity, said exhibitors at the first conference were "amazed at the tremendous success of the organization in one year."

Current President of KIEA is Ray Lawrence, Supervisor of Industrial Arts in Louisville.

——AVA——

California Industrial Teachers Plan Annual Meeting

On Friday, March 14, 1958, the California Industrial Education Association will set in motion what is expected to be the greatest convention in its history. The setting will be the beautiful Long Beach City Municipal Auditorium, one of the most spacious halls in the West. The nearby Hotel Lafayette will be headquarters.

With the convention scheduled in heavily populated Southern California the accommodations have to be geared to a much larger crowd than attended last year's convention in San Jose. At that time 1500 teachers registered, with 900 remaining for the closing banquet.

Imagineering in Industrial Education is the theme of the two day session which will be patterned in the usual arrangement of general and separate sessions. However, tentative plans include an unsual number of special features. The first will be a television monitoring system by which delegates in the foyer may follow the proceedings in the separate sessions and then choose the one with the greatest interest. The second feature will be highlighted by over 100 commercial and school exhibits. The third feature will emphasize the results of a long campaign to attract the ladies—teachers, wives, daughters and friends. Educational sessions and displays will be structured to feminine appeal.

Vocational students made the gavel Executive Secretary Dr. M. D. Mobley presented to Senator Lister Hill (D) of Alabama Jan. 17. Dr. Mobley paid tribute to the Senator for "distinguished contributions to the further development of vocational education." North Georgia Trade & Vocational School Students made the gavel.

New Appointments in Kansas Include State Supervisor, Home Ec

Thaine D. McCormick, assistant Teacher Trainer at Oklahoma State University for the past three years, is the newly appointed trade and industrial teacher-educator at Kansas State Teachers College, Pittsburg.

Dr. Harold W. Porter, former Association Professor of Industrial Education at Purdue University is now Head, Department of Industrial Education and Art, Kansas State Teachers College, replacing Dr. O. A. Hankammer who recently retired.

Helen Scheve succeeded Hazel E. Thompson as Kansas State Supervisor of Homemaking Education July 1. She is the former Assistant Supervisor.

Connecticut Industrial Arts Group Schedules 25th Annual Meeting

The Connecticut Industrial Arts Association will hold its 25th anniversary convention at the Teachers College of Connecticut, New Britain, April 25-26.

More than 400 are expected to be in attendance. Facilities on campus are being reserved for men who wish to stay overnight. RUSSELL H. ANDERSON, Publicity Chairman, Torrington High School, Torrington, Conn.

Washington State IAA Will Meet at Bellingham

The Washington Industrial Arts Association will hold their state convention at Bellingham, April 4 and 5.

Gordon Nichols, Industrial Arts teacher, Ferndale, will be the convention general chairman with the State Washington Industrial Arts Association officers, Melvin Kirkland, president, and Clifford Schierer, secretary-treasurer, assisting.

The convention theme will be *"Industrial Arts in General Education"* and the headquarters will be Western Washington College of Education.

We Read It in a State Publication

Joe P. Bail, Associate Professor of Agricultural Education and education at West Virginia University, has resigned and is now a member of the ag-ed staff at Cornell University.

Mr. Bail has been a member of the University faculty since 1951; previously he served as a vo-ag teacher.

He made many contributions which aided in the progress of the program in West Virginia.—W. VA. VO-AG NEWS AND VIEWS, September, 1957.

——AVA——

"On behalf of the MVA Executive Board and members, President Dorothy Howland has sent written greetings to Dr. Owen B. Kiernan, newly appointed Commissioner of Education for the Commonwealth of Massachusetts. On the basis of his most excellent record of educational leadership as former Chairman of the Massachusetts Board of Education and as a Superintendent of Schools and in view of his impressive statement of his educational philosophy and plan of action, MVA and other educational groups expect understanding and capable leadership from their new Commissioner.—MASSACHUSETTS VOCATIONAL ASSOCIATION EXECUTIVE BOARD NEWS.

——AVA——

It has been said that the letter "E" is the most unfortunate character in the English alphabet, because it is always out of cash, forever in debt, never out of danger, in trouble all the time, and has never been in Maryland or Virginia.

But remember the fact that "E" is never in war and always in peace.

Without it there would be no meat, no life and no heaven. It is the center of honesty, makes love perfect, and without it there would be no hope, and as far as we are concerned, no editors and no news. —VERMONT AG TEACHERS JOURNAL, November, 1957.

People

After 47 Years of Vo-Ed, Burgard's Bill Kamprath Retires

William B. Kamprath, the first and only principal of Burgard Vocational High School in Buffalo will retire February 1st after 50 years of service to education.

Mr. Kamprath left academic teaching in 1910 to teach printing in a basement school room, equipped with a $25 press. Two years later he initiated the combined wood work and shop work program that was eventually to become Burgard Vocational High.

Seneca Vocational High School came into existence the year before—just one year after Dr. Lewis A. Wilson, retired Commissioner of education launched the first vocational school in New York State.

In 1916, when the automobile was becoming a popular hobby, Pierce-Arrow Co. presented a Stanhope to Mr. Kamprath for use in an evening course. Three years later, the Buffalo *Evening News* reports, "a Curtiss Oriole airplane crashed near the city and Mr. Kamprath wanted the plane so his boys could learn about the new gadget.

"His requisition for 'one wrecked plane' was turned down by the Board of Education.

"Undaunted, he changed it to read 'one OX5 motor with fuselage attached.' This requisition was approved and Burgard's aviation program, which today has $750,000 worth of equipment, got under way.

"Just over 30 years later, the late Lawrence Bell was to present a new helicopter to the school in appreciation for the thousands of aircraft workers trained in the program."

During World War I, Mr. Kamprath visited schools throughout the state, recruiting boys for summer farm work. During World War II, he kept Burgard open 24 hours a day to train 54,948 men and women for defense.

Secretary of the Buffalo Schoolmasters Association for eight years, Mr. Kamprath has also served this group as president. He has been a Life member of AVA for 25 years.

Mrs. Kamprath will accompany him on a pleasure cruise to the Caribbean this month; then they'll be off to Europe on a two-year business trip.

"I'm not going to hang around and haunt Burgard," he explains. "I'll let my brother, Ferd, uphold the Kamprath name."

His brother is Principal of Buffalo's McKinley Vocational High.

Herold Hunt Heads Family Finance Education

Dr. Herold C. Hunt, Eliot Professor of Education of the Harvard Graduate School of Education, has been elected Chairman of the National Committee for Education in Family Finance.

Dr. Hunt formerly held this post from 1947 until 1955, when he became Under Secretary of the Department of Health, Education and Welfare. He left government service in 1957 to return to Harvard.

He succeeds Dr. Benjamin C. Willie, general Superintendent of Schools, Chicago, as chairman of the National Committee.

OWEN E. KISER

Prof. Owen Ernst Kiser, New Jersey State Supervisor of Agricultural Education, died January 13 at Middlesex General Hospital during surgery. He was 60.

Born in Tionesta, Pa., he graduated from Pennsylvania State College in 1925 and earned his master's at Cornell in 1933.

He started his career in education at Glassboro High School, where he taught for 12 years. In 1938 he was appointed Assistant State Supervisor of Agricultural Education; in 1950 he was appointed a full professor at Rutgers University.

At the time of his death, Prof. Kiser was also State Advisor to the New Jersey FFA and a director of the national FFA organization. He served Epsilon Pi Tau as treasurer.

In his state agricultural post he had supervised the out-of-school youth and adult agricultural training program, the food production war training program and the institutional-on-farm training program for veterans.

Active in AVA throughout his career, he had served the Association in many leadership roles.

JOHN H. McAULAY

John H. McAulay, 59, a pioneer in vocational rehabilitation of the blind, died Dec. 10 in Martinsburg, W. Va.

Blinded in an accident in his college days, Mr. McAulay became a specialist in the vocational rehabilitation department of the U. S. Department of Health, Education and Welfare in 1942 and served there until his retirement (due to Parkinson's disease) in 1953.

His book, *Vocational Schools as Training Facilities for Blind Workers* was published by the American Foundation for the Blind in 1954.

JACK MILLIGAN

Jack Milligan, Michigan's Assistant Superintendent for Administrative Research and School Board Relations, died in Lansing January 4, following a three-months' illness.

Mr. Milligan was named Michigan's State Supervisor of Distributive Education in 1937. He was one of the first to be officially approved by the U. S. Office of Education. Two years later he assumed responsibility for both distributive education and office occupations training, and was appointed Chief of the newly created business education division.

Under his able and bold leadership, Michigan schools made great strides in developing outstanding cooperative training programs in the business occupations field. He also pioneered in organizing adult distributive education programs, stressing the need for training at both the management and rank and file levels. Cooperating with the extension services of state educational institutions, the program reached those employed in retail stores and service businesses in large and small cities.

Meanwhile he initiated the first teacher education program in the distributive education field at Western Michigan University. Later he spearheaded the establishment of a vocational office occupations teacher education program at the University of Michigan.

Born in Toronto in 1907, Mr. Milligan graduated from Wayne University. In 1926 he earned his master's degree at the University of Michigan. His first teaching assignment was in Detroit in '26.

Accumulating practical experience in sales, office and advertising research helped him considerably in setting up the first cooperative office training program in Detroit in 1929. He served as its coordinator for eight yea rsbefore joining the state staff.

Active in many state and national professional groups, he was well known to AVA members for his leadership in his field.

AURA I. KEEVER

Aura I. Keever, Head Supervisor of Home Economics Education in the Vocational Division of the Minnesota State Department of Education, died December 16.

Miss Keever had held the Minnesota position since 1927.

A native of Indiana, she graduated from Purdue University in 1918 with a Bachelor of Science Degree and did graduate work at the Universities of Chicago and Minnesota. From 1921 until 1927 she was on the Home Economics faculty of the University of Minnesota.

Active in many state and national education organizations, including the American Home Economics Association, American Vocational Association, National Educational Association and the State Nutrition Council, Miss Keever was also a member of Omicron Nu and Pi Lambda Theta professional fraternities and Pi Beta Phi sorority.

Surviving are a sister Evelyn Keever, and a brother, Dr. Charles H. Keever, Both of Indianapolis.

DARWIN BREADS

The sudden and untimely passing of Darwin Breads, Angola, New York, came as a shock to his wide circle of friends. It was while he, with the family was vacationing on an extended trip across the country, that death occurred in California, in July.

"Dar," as he was known to his friends, was 55 years old. Many will remember him for their many pleasant relationships while he served for 15 years as summer camp director at the State University Teachers College at Oswego. Mr. and Mrs. Breads enjoyed their own large family of children and were always the center of family gatherings while at camp.

Mr. Breads was awarded his BS in vocational-industrial education in 1952 and his MS in vocational-industrial education in 1954, both at Oswego. He had also studied at Albany State Teachers College.

He taught for many years at the Bershire School; in recent years at Silver Creek; and will always be remembered for his kindly manner and very understanding way in dealing with both adults and children alike.—ARTHUR HAWLER, Chairman, Department of Industrial Arts Education, New York State Teachers College at Oswego.

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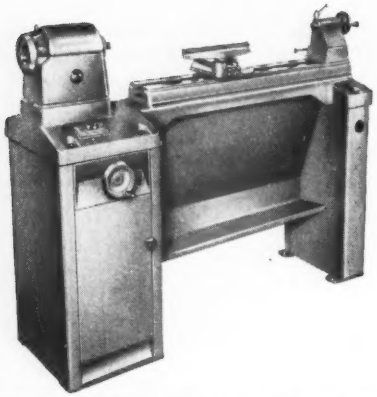

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